

# INSPECTION REPORT

## **TIBSHELF INFANT AND NURSERY SCHOOL**

Tibshelf

LEA area: Derbyshire

Unique reference number: 112640

Headteacher: Mrs A Raynor

Reporting inspector: Mr B Tyrer  
23101

Dates of inspection: 10<sup>th</sup> – 11<sup>th</sup> June 2002

Inspection number: 245762

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and nursery
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	144 High Street Tibshelf Alfreton Derbyshire
Postcode:	DE55 5PP
Telephone number:	(01773) 872571
Fax number:	(01773) 872571
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R Jones
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23101	Mr B Tyrer	Registered inspector
14404	Mr A Rolfe	Lay inspector
14816	Mrs S Gordon	Team inspector

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>8 - 11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>11 - 12</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>12</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>13 - 16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the Tibshelf ward of Derbyshire and is smaller than average. There are 211 pupils on role of whom 105 are boys and 106 are girls. The school population is white and there are no refugee or traveller children on roll. The proportion of pupils who are entitled to free school meals is average and the proportion of pupils with special educational needs and with statements of special needs is below average. The attainment of children on entry to the nursery is broadly average.

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

This is a very effective school. The quality of teaching has improved since the last inspection and is now good throughout. High standards have been maintained in National Curriculum tests and inspection shows further improvements for pupils aged seven. The school is very good at meeting the needs of all its pupils and this inclusive approach extends equally to pupils with special needs. The school has effective policies to promote equal opportunity and racial equality. The leadership of the headteacher is excellent and she has very effective support from both staff and governors. The governing body effectively meets its statutory obligations. At the time of the last inspection, the school was providing good value for money. The current inspection team now judge that this has improved and that the school is providing very good value for money.

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

- Pupils are achieving very high standards in English, mathematics and science by the end of Year 2.
- Good provision for personal development contributes strongly to pupils' very good relationships attitudes and behaviour.
- The quality of teaching is never less than good and is responsible for the continuing rise in standards.
- The school has excellent links with parents and takes very good care of its pupils.
- The headteacher is an excellent leader and, with the very good support of all staff and governors, has been able to introduce many effective measures that have led directly to the raising of standards.

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

- The accommodation for one of the reception classes, the access of both reception classes to an outside area and the resources for outside activities for those two classes.

*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 made a very good improvement since the time it was last inspected in 1998. The then weaker aspects of English have been improved. The school's handwriting policy has been reviewed and there has been a significant reduction in the number of worksheets. There has been an increase in the opportunities that pupils have to write across the curriculum and opportunities for pupils to enhance their speaking and listening are now good. The quality of teaching in the reception year has improved and is now good and there is now a good balance between formal learning and structured play activities, although there is a need to improve the resources for outdoor activities. Learning outcomes are now precisely identified for all pupils, including the children in the reception classes. The quality of teaching has been improved and is now good. No unsatisfactory teaching was observed and teaching was seen to be never less than good. Teachers' expectations of what pupils can achieve have been raised; classroom organisation now ensures good depth to pupils' learning. Lesson objectives are now clear and suitable and there is monitoring of teaching that is both systematic and effective. Classroom management ensures that pupils are self-motivated learners and a full information and communication technology curriculum is being offered.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	C	B	A
writing	A	C	B	B
mathematics	C	C	B	A

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

The results of National Curriculum tests for pupils aged seven in 2001 were above average in reading, writing and mathematics. The proportion of pupils reaching the expected level through teacher assessment in science was average. When compared with similar schools, the reading and mathematics results were well above average and the writing result was above average. Over time, standards have shown small variations, but have generally improved, with the rate of improvement generally being better than that seen nationally in the three subjects listed in the table above. Inspection shows that all pupils, including those with special educational needs, are making good progress and are achieving very well. The achievement of pupils in reading, writing, mathematics and science is above expectation by the end of year 2 and pupils are on target to achieve standards that should be well above average. The school is able to set accurate targets for all pupils and children in the Foundation Stage and these are demanding yet attainable. Children enter the nursery with levels of attainment that are broadly average. They make good progress throughout the Foundation Stage so that by the end of their reception year they are on target to achieve the expected standards for their age. Their personal and social development is a strength and their achievement in this area surpasses the rest.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children in the Foundation Stage and all pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Very good. At all times of the day and throughout the whole school the pupils show that they know what is expected of them.
Personal development and relationships	Very good. Pupils are good at looking after one another. They relate very well to one another and to adults and they take on responsibility with enthusiasm.
Attendance	Satisfactory. The school works hard to achieve the best results, but is sometimes the victim of outbreaks of illness which can affect many pupils.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Good	Good

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

The skills of literacy and numeracy are well taught and the teaching of English and mathematics is good. The teaching of communication language and literacy and mathematics in the Foundation Stage is also good. The teaching of basic skills is good. The quality of teaching has improved, so that during the inspection no unsatisfactory teaching was observed. Teaching was good, overall, and about a quarter of that was very good. Planning, monitoring, assessment and recording are effectively used to ensure that pupils are given work that is demanding and yet appropriate. Pupils and parents understand that the staff are working hard for them and the pupils respond very well in return. They work hard and behave well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school is now offering a good curriculum, including good extra-curricular provision. There is now a full information and communication technology programme.
Provision for pupils with special educational needs	Good. The school is well organised in this respect and effectively makes provision for those pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This provision contributes strongly to the very good attitudes, behaviour and relationships in the school.
How well the school cares for its pupils	Very good. The school has excellent monitoring procedures and the assessment of pupils enables staff, parents and children to know how well the pupils are achieving. The school also ensures that all health and safety and child protection needs are met.

The school's partnership with parents is excellent. Parents are well informed because of very good communication and so are able to be very supportive of the school. The curriculum has been improved since the last inspection and the school now meets the requirement to teach the National Curriculum in full. The school's good extra-curricular provision is an indication of the care the school takes of its pupils and the commitment of the staff to the well being of the pupils.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is providing excellent leadership and she is very well supported by the staff and governors.
How well the governors fulfil their responsibilities	Very good. The governors are dedicated and ably support the school. They are fulfilling their statutory duties and meeting their responsibilities well.
The school's evaluation of its performance	Excellent. The school does this most effectively.
The strategic use of resources	Good. The school is using its resources well and there is good practice where the issue of achieving value for money is concerned.

The school is diligent in applying the principles of best value.

## 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>• That their children like school.</li> <li>• That their children are making good progress.</li> <li>• That teaching is good.</li> <li>• That the school is well managed and well led.</li> <li>• That the school helps their children to become mature and responsible.</li> </ul>	Parents report nothing in this category.

The inspection team endorses the views of the parents. The above views were all reported on favourably by 100 per cent of parents who responded to the questionnaire.

## **PART B: COMMENTARY**

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

#### **Pupils are achieving very high standards in English, mathematics and science by the end of Year 2.**

1. In National Curriculum tests in 2001, the pupils aged seven in Year 2 achieved standards that were above average in reading, writing and mathematics. Teacher assessment showed that their attainment in science was average for the number of pupils reaching the expected level (Level 2). When compared with similar schools the performance in reading and mathematics was well above average and the results for writing were above average. Over the last four years, pupils have generally achieved results that have been average or above average in all three subjects with the exception of mathematics in 1998 which was well below average. The rate of improvement over time in all three subjects is greater than that seen nationally.
2. Children enter the nursery with levels of attainment that are broadly average, but with individual variations in their competencies. They make good progress through the nursery and reception classes, by which time they mostly achieve the expected levels of attainment for their age, with a particular strength being their personal and social development. The youngest children in the nursery are able to use a list of ingredients when making Kipper's cake and can guess a particular ingredient from its first sound. Children in the reception class are aware of sentences and have started to write using capital letters and full stops. In role-play they are able to communicate clearly with one another and in assembly they speak clearly and without hesitation. Children in the reception classes are able to reproduce patterns, using beads and a lace. They are able to transfer the activity to larger floor equipment and can produce similar results, using their laptop computers. When looking at life on the seashore they are able to use magnifying glasses to observe creatures from rock pools and they talk with enthusiasm about what they can see. This activity also lends itself to creative development such as painting and the design of Tee shirts which are confidently displayed to the whole school during a Praise assembly.
3. Inspection shows that pupils aged seven, in Year 2, are achieving very well in reading, writing, mathematics and science. Almost all are achieving the expected level (Level 2) and many are achieving the higher level (Level 3). They have good knowledge of how books can be categorised and can talk about author and illustrator and can say how an index is used. Part of the reason for the good reading standard is the good knowledge pupils have of letter sounds which they can use to read new words. They are able to read a text and then answer questions about it. They are able to read a piece of non-fiction and then summarise it, using bullet points. Their speaking and listening skills enable them to take part in question and answer sessions, where, because of the way teaching is organised, they are able to explain their thinking. They do this with confidence and often in an answer of several sentences. Handwriting is joined and clear and pupils are able to write sentences, using full stops and capital letters as appropriate, as well as being able to use quotation marks. In mathematics, they are able to add two, two digit numbers by different means and can explain their reasoning for choosing a particular strategy. Pupils in Year 1 have experience of representing data in a wide range of ways and have successfully incorporated their information and communication technology skills into the exercise. The older pupils can use appropriate measures when dealing with length, capacity and weight. They find simple fractions of a whole and can give the properties of some three-dimensional shapes. In science, they know what makes a test fair and have good skills in recording the findings from their experiments. They have experimented with forces and how things stretch and they can make a simple circuit and explain why it works.
4. Standards are improving and this is due to several factors. The ethos of the school, which is based on a vision of achieving the highest standards, is such that teaching focuses on giving the pupils a

clear idea of their objectives and of the success with which these objectives are met. As a result, pupils are confident and eager to take part in their lessons. Their enthusiasm is further strengthened by the improvements that have taken place in teaching and the way in which targets are shared with parents as well as pupils.

### **Good provision for personal development contributes strongly to pupils' very good relationships, attitudes and behaviour.**

5. The school's vision of achieving the highest standards has been reliant on the need for pupils, staff and parents to be actively engaged in the learning process. Pupils understand what they have to do in order to benefit from the good teaching they receive and they are willing and enthusiastic in playing their part. Parents report through the questionnaire and at the meeting that their children enjoy school and this is evident, not only from the way in which the pupils enter the school in the morning but also in the way in which they tackle their lessons. Whilst the school council was not observed, the serious way in which its work was undertaken was commented on by both parents and staff. Letters home to parents show examples of how effectively the council raises issues and deals with them.
6. Pupils' behaviour is very good in lessons and at all times during the school day. They respond very well to instructions in the playground and respond positively to supervisors at lunchtime. Behaviour is good because the expectation of self-regulation is made clear and is understood by all pupils. A great deal of attention is paid by staff to ensuring that all pupils, including those with special needs get the lessons they need. The pupils understand their part in this and respond by behaving very well.
7. Relationships are very good. Pupils are constantly encouraged to be kind and supportive of one another. They are encouraged to work and share together and they are encouraged to appreciate the efforts of others. A particularly effective aspect of the provision for pupils' development in this respect is the Praise Assembly which is held on a weekly basis. Those pupils who are selected are clearly delighted to have had their efforts recognised and this is further strengthened by the fact that their parents have been invited to the assembly as well. Such an assembly, whilst also providing a good opportunity to monitor aspects of pupils' work, also provides a very good opportunity for pupils to evaluate and appreciate the work of others. As well as giving them further opportunities to develop their speaking and listening skills it also gives them the opportunity to show that they can be very sensitive as well.
8. The good provision for personal development contributes strongly to the very good attitudes, behaviour and relationships and the school does well to ensure that, in what is, in effect, an all white community, aspects of multiculturalism and life in the wider world are drawn to the attention of the pupils. Staff provide very good role models and parents are enthusiastic in support of how the school is developing these important qualities in their children.

### **The quality of teaching is never less than good and is responsible for the continuing rise in standards.**

9. The quality of teaching is good. It has improved since the time of the last inspection. Previously there was some unsatisfactory teaching reported, but, on this occasion, all teaching was at least good. About a quarter of teaching was very good and one excellent lesson was observed. The improvement in teaching is due to the vision of the headteacher and has come about in many ways. Planning and schemes of work have improved and monitoring of teaching in the classroom has also led to improvements. This has coincided with the beneficial effects of the introduction of the national strategies for literacy and numeracy.
10. The consistency of teaching has also improved, so that good teaching is seen in all classes. Good lesson planning now ensures that pupils are aware of the lesson objectives, so that, for example, a pupil, when asked about his work in assembly, is able to say what the objectives were for that

particular lesson. Teachers are also good at reviewing the progress that has been made by the end of a lesson. This gives pupils the opportunity to explain what they have learned in such a way as to see whether or not they have reached their objectives for the lesson.

11. Literacy and numeracy are well taught and teachers are good at teaching the basic skills. The conduct of lessons is usually brisk and yet pupils are carried along effectively. Their planning also makes good provision for pupils of different ability and this also includes those pupils who have special educational needs. Teachers are good at framing questions in such a way that all pupils in the class can be appropriately included in the lesson. Because the school is rigorous and clear about its assessment procedures, teachers have very good records of where their pupils are up to and what they need to do next. The target-setting process has also helped to forge very strong links with parents, who appreciate being informed and involved about and in their children's education.
12. Teachers enjoy very good relationships with their pupils and with the parents who speak highly of the commitment of both parties. The exercise of discipline and control, whilst obviously very effective, is difficult to discern during the school day. As a result, teachers are able to share their enthusiasm with their pupils and classrooms are places where pupils enjoy the challenges set for them. Work is carried out in a relaxed yet purposeful way and in circumstances where humour can have its place and be appreciated.
13. Because teachers have good knowledge and skills and plan their lessons well they are able to ensure that a very good contribution can be made by classroom assistants. During the inspection, the classroom assistants showed that they were skilled in consolidating what the teacher had said or done as they worked with small groups or individuals.

#### **The school has excellent links with parents and takes very good care of its pupils.**

14. Parents spoke highly of the school at their meeting and the questionnaire results show a very positive appreciation of the school. The present headteacher has been in post for a relatively short period of time, but has already managed to create a warm friendly approach that parents appreciate.
15. Parents value the way in which the school communicates with them and the more they learn about the school the more they like it. A major contributor to this has been the way in which the school has sought to involve parents in the regular setting and evaluation of learning targets for their children. The parents have responded very well, with the result that they know exactly what their children can do and what they need to do next.
16. The school also communicates well with parents in other ways. Questionnaires and newsletters from the school have been used effectively to sample parent opinion and to inform them of resulting changes. Class teachers also send home information and those parents who bring their children to school have the opportunity to come in and talk with the staff. At the same time, they are given the opportunity to make suggestions, or read about, for example, the membership and function of the school council.
17. The headteacher has recognised the important contribution that parents can make and has effectively empowered them. The parents have responded with enthusiasm, they have become better informed and this, in turn, strengthens their very high regard for the school.
18. The school is also careful to take very good care of its pupils. There is a very effective process for monitoring and evaluating progress and for keeping parents informed and involved. The staff take care to provide activity and opportunity for pupils of differing ability and need and this is also true for those pupils who have special educational needs. The school is also supportive of families in times of stress and difficulty.

#### **The headteacher is an excellent leader and, with the very good support of all staff**

**and governors, has been able to introduce many effective measures that have led directly to the raising of standards.**

19. The headteacher has very high expectations and a clear vision of what she wants. She is able to communicate these ideas clearly and ably plans their execution. In doing this, she has shown herself, in the short time that she has been in post, to be able to include and empower pupils, parents, staff and governors.
20. The school has become one which is very effective and which is providing very good value for money. The key issues of the previous inspection report have been suitably addressed and many new initiatives which are having a positive impact have been introduced.
21. Parents have become partners in the way in which learning targets are set for their children and the five-weekly review of these targets means that both parents and pupils have a very good idea of what they need to learn next. This parental involvement, apart from allowing parents very up to date information about the progress of their children, has been one of the ways in which the school has become more open and accessible to them.
22. The quality of teaching has been improved as a result of improvements to schemes of work and methods of planning. Teachers are now better at monitoring the progress of their pupils and those who have responsibility for the management of a curriculum area have been given greater control and responsibility. The quality of teaching and learning has been improved because of clearly articulated expectations and the monitoring of teaching within the classroom. The school has focused very effectively on the various ways in which pupils learn and receive information, with the result that emphasis is placed not only on what pupils see and hear, but on what they touch and handle. Pupils' learning is further enhanced by the way in which the building is cleaned and looked after. The fabric is old, but its cleanliness confirms the school's intention to provide a quality environment within which quality learning can take place.
23. The governing body is making a very good contribution to the way the school is run and it is fulfilling its statutory duties very well. Governors have a clear picture of what constitutes the school's priorities and are part of the process by which they are defined. They are also able to ensure that in matters of finance the school achieves the best value it can and through their personal skills and collective understanding are able to question as well as support what is being done in school.
24. In a very short time the headteacher has taken what was a good school and, through the measures that have been outlined, has developed an ethos that is set to include everyone associated with the school in achieving the highest standards for its pupils.

## **WHAT COULD BE IMPROVED**

**The accommodation for one of the reception classes, the access of both reception classes to an outside area and the resources for outside activities for those two classes.**

25. The school is oversubscribed and the building is inadequate in term of the space it has available for one of its reception classes. A second reception class that is formed in January has to be taught in what is in effect a through corridor. The staff have done exceptionally well to make this area attractive and viable. They have attempted to compensate for the absence of basic amenities such as a water supply.
26. The teaching that was observed in this area was good, but the expectation that teachers should teach and children should learn in such a space is unreasonable. The school has sought to remedy this matter in the past, but the solutions it has put forward have not been acceptable to the local education authority. For its part, the local education authority recognises that the school is high on Derbyshire's "overcrowded schools" list. It is now in a position to bid for central funding,

some of which, if granted, it expects to use to solve the accommodation problem at Tibshelf by creating viable teaching space for the second reception class.

27. The toilets are at the other end of the school and there is an obvious need to rectify this situation with extra provision. The two reception areas at present lack access to a dedicated outdoor space for children in those classes and these aspects should be regarded as part of an accommodation problem that needs an overall solution. The school for its part should continue to liaise with the local authority and, as it has been doing, continue to offer information and cooperation.
28. The resources for outdoor activity that the reception classes enjoy compare unfavourably with the nursery which, being relatively new, is well provided for. Resources for outdoor work and play in the reception year are inadequate and do not allow children the sorts of experiences that would normally be expected for children of that age. Despite the difficulties caused by the inadequacies of the building, the school should begin to address the resource issue as soon as possible.

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

29. In order to improve standards in the reception classes the governing body and the headteacher should:
  - i. continue to work together to provide a suitable teaching space for the second reception class;
  - ii. find suitable ways, in conjunction with the provision required in the above issue, for pupils to access a suitable outdoor area; and
  - iii. provide resources that suitably support the outdoor activity of children in the reception year.

*(Paragraphs 25,26,27,28)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	15	0	0	0	0
Percentage	5	24	71	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 4 percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	52	159
Number of full-time pupils known to be eligible for free school meals	0	20

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	6	27

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	0

### Attendance

#### Authorised absence

	%
School data	6.1

#### Unauthorised absence

	%
School data	0.0



National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	17	19	36

<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	16	16	16
	Girls	18	18	18
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	94 (82)	94 (76)	94 (86)
	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	16	16	16
	Girls	18	18	18
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	94 (82)	94 (94)	94 (90)
	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	149
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	22.7
Average class size	27

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

Total number of education support staff	3
Total aggregate hours worked per week	40

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.1
Total number of education support staff	1
Total aggregate hours worked per week	20
Number of pupils per FTE adult	13.1

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

### **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.*

### **Financial information**

Financial year	2000/2001
----------------	-----------

	£
Total income	338692
Total expenditure	331303
Expenditure per pupil	1984
Balance brought forward from previous year	3054
Balance carried forward to next year	10443

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	212
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	51	40	4	2	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	56	40	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	53	42	0	0	2
The school works closely with parents.	61	35	2	0	2
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	44	39	5	4	4