

# INSPECTION REPORT

## **NORTON INFANT SCHOOL**

Norton, Doncaster

LEA area: Doncaster

Unique reference number: 106713

Headteacher: Mrs Julie Joy

Reporting inspector: Mrs Eileen Parry  
2615

Dates of inspection: 6<sup>th</sup> & 7<sup>th</sup> May 2003

Inspection number: 246621

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Norton Infant School Campsall Bank Norton Doncaster
Postcode:	DN6 9DG
Telephone number:	01302 700743
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Suzanne Jobson
Date of previous inspection:	16 <sup>th</sup> March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Norton Infants is a smaller than the average school situated in a village to the north of Doncaster. It has 135 pupils from the ages of five to seven who attend full time. There are places for 30 pupils to attend on a part-time basis at each session of the nursery; at present 28 attend in the morning and 30 in the afternoon. Pupils live in the village or come from other villages and rural areas nearby. They come from a variety of social backgrounds although fewer than the national average take up free school meals. The school population is almost entirely white and there are rarely any children who speak English as an additional language. Children begin full-time education in the year that they reach five years of age. Children's skills and knowledge when they start vary. Some children have special educational needs and others are quite advanced, but in general attainment is better than is usually found. One pupil in the school has a statement of special educational need with ten more on the school's register for special needs. This is below the national average.

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

This is a very good school that provides very good value for money. The headteacher provides excellent leadership and management. She is well supported by the deputy headteacher, by teachers in their management roles and by governors. Teaching is very good overall. Children start the school with above average skills and by the time they leave are achieving high standards in reading, writing and mathematics. They do well in other subjects. The staff are especially successful in creating a warm and caring school where pupils thrive.

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

- High standards in the national tests reflect the very good teaching. Pupils of all abilities do well. Children also do well in other subjects such as art, science and information and communication technology (ICT).
- Teaching throughout the school is very good and helps all children, including those with special educational needs, to learn effectively because it is based on what the children already know and on very detailed planning for what they need to learn.
- Excellent leadership and management by the headteacher ensure that all staff are developing similar qualities. Governors support the school well.
- Children are given many opportunities for their personal development. They work enthusiastically and enjoy coming to the school and learning.
- The school enjoys a very effective partnership with parents.

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

- There are no significant areas for improvement. Minor issues are already identified within the school's improvement plan.

*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 March 1998. At that time, it was asked to secure improvements in nursery planning, assessment and teaching, and give all pupils more opportunities to develop their spoken language and their independence. Reports to parents did not meet requirements. All these issues have been addressed effectively. Reports now contain all that they should; planning, assessment and teaching in the nursery are very good; pupils have good opportunities to talk in formal and informal situations and to show independence in their learning. In addition, the nursery is now housed in a much better building and a new outdoor play area for nursery and reception classes to share is almost completed. Compared to the judgements of the previous inspection, there have also been improvements in many areas of the school's work including teaching, leadership and management, and provision for children's personal development, and the school has made very good progress.

## 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
	2000	2001	2002	2002
Reading	C	B	A	A
Writing	B	A	A	A
Mathematics	B	B	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

As the table shows, the results of the national tests in reading and writing in 2002 were well above those achieved by all schools and also by schools where children are from a broadly similar background. Results are an improvement on those of previous years. In mathematics, results have been consistently above the national average and in 2002 were well above those of similar schools. Boys and girls do equally well. More pupils than in most schools achieve a level that is higher than the one expected for their age. Lessons and children's work provide evidence that these results are based on work of a consistently good standard throughout the school. As a result, children of all abilities, from those who find learning difficult to those who are very able, achieve very well in the national tests. Science is measured by teacher assessments with results that are similar to those nationally although children's investigative skills come out better.

From the sample of lessons that were seen, children achieve well in a range of subjects, often reaching standards that are above those that are expected for their ages, for example in science and ICT. The art work on display is of a high standard and children apply the skills that they learn in art to illustrations in other subjects. Sometimes these illustrations are little works of art themselves. By the time they reach the end of the reception class, children have made very good progress and more than usual have completed the national targets for their age and therefore start the Year 1 work at levels that are higher than usual.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Children like coming to school and enjoy learning.
Behaviour, in and out of classrooms	Very good. Children can be lively but are always well behaved. They understand where the boundaries are between what is or is not acceptable.
Personal development and relationships	Very good. The school places particular emphasis on this part of the children's learning and plans most effectively for personal development. Relationships are very good at all levels.
Attendance	Above average.

## TEACHING AND LEARNING

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

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

Teaching throughout the school is very good. It is based on very clear plans where the skills and knowledge that children need, especially those in classes that have children from two year groups, are identified systematically. Children of all abilities are supported well by tasks that are suitable for their needs. Teachers have high expectations of what the children do and how they behave, that are coupled with warm and caring relationships. This makes sure that children learn happily and effectively in a calm working environment. Support assistants play an important part in lessons both observing and recording how children learn and working with individuals and groups.

Literacy and numeracy skills are taught very well. Children quickly become confident readers and writers. They learn to join up their writing early so that by the end of their time in the school, many have a very clear and legible style of joined up handwriting. Their number knowledge is secure and they can apply their skills well, for example in science. The sample of other lessons seen suggests that teaching is equally good across the range of subjects, but particularly in art and in providing for children's personal development.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good curriculum that is relevant to the individual's needs. Visits and visitors provide enrichment.
Provision for pupils with special educational needs	Good. Care is taken to plan programmes to suit the individual pupil so that they can make good progress.
Provision for pupils with English as an additional language	Not applicable in this school at the moment.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision ensures that the children grow in maturity and confidence. Children are introduced to people from different cultures in their lessons, which include a Sikh visitor who comes each year to talk about his customs and beliefs.
How well the school cares for its pupils	The school takes good care of its pupils. Their learning is carefully assessed and recorded and individual needs are taken into account.

The large majority of parents think highly of the school and value the way that they are encouraged to help. Many of them, and of the wider family and friends of the school, do make significant contributions in different ways, for example helping in classes, supporting art work and raising funds.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and management. She is very well supported by the staff.
How well the governors fulfil their responsibilities	Very well. Governors take an active interest in the daily life and work of the school.
The school's evaluation of its performance	Very good. Staff and governors are self critical and concerned to make improvements.
The strategic use of resources	Very good. People and resources are used efficiently. The budget is used carefully to support the school's work. Account is taken of staff, governors' and parents' views in planning developments and there are simple ways to discover the children's views.

## 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>• The school is well led and managed.</li> <li>• They are comfortable approaching the school.</li> <li>• Children behave well and are helped to become more mature.</li> <li>• Children like coming to school and are expected to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra activities</li> <li>• The amount of homework</li> <li>• Working with parents</li> <li>• Keeping single age classes</li> </ul>

The inspection team agrees with the parents about what they see as strengths. The criticisms were in part related to the suitability of the questions which are designed for parents of children of all ages and some questions are less relevant for young children. For example, whilst saying that they tended to disagree that the school provides an interesting range of activities, several also said that they did not expect more for infants. Looked at in its widest sense, including visits and visitors, the range of activities is good. Homework raised as many supporters as those who disagreed. The inspection team's view is that the homework policy is appropriate and allows flexibility for children and parents to choose how much to do. Parents, relatives and friends are encouraged to help and welcomed by the school but those who are working do have difficulties in providing the support that they might wish. The school had to reorganise classes so that some contain children from two different age groups. However, the planning is exemplary and extra support ensures that the children still often work in single age groups. They make just as good progress as children in single age classes.

## **PART B: COMMENTARY**

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

**High standards in the national tests reflect the very good teaching. Pupils of all abilities do well. Children also do well in other subjects such as art, science and information and communication technology (ICT).**

1 Results of national tests have been rising steadily in reading and writing and this year are at a high point. They are better than at the time of the previous inspection. In mathematics, results have been consistently better than in most schools. In all three areas, results are well above average compared to similar schools. A strong feature is that in all three areas, more boys and girls reach a level higher than the one expected for their age than is evident in most schools. This high achievement is because the teachers look at test and assessment information, find where the weaknesses are and look for ways to improve standards. Teachers plan to stretch the higher attainers as well as those of average or more modest attainment. Combined with consistently good teaching, this is effective in pupils reaching and maintaining standards that are above the average.

2 Writing formed one of the foci for the inspection. It is clear that the high standards that children achieve in their test results for writing are based on consistently high expectations from teachers throughout the school. In the nursery children are encouraged to make marks to show writing and when they are ready to do so, to attempt to write by themselves. Exceptional talent is recognised and catered for, as in one case where a child's skill is being carefully nurtured with work in the next class so that as a three year old, the child was writing sentences independently such as "ma mumi helps miy wash my her". This independence is fostered well and such able children make very good progress from such early work in nursery to that in Year 2. By Year 2, their writing shows sophisticated structure and use of vocabulary as in this example of writing a letter: "I think you are being selfish and ungrateful to Elizabeth." The letter is correctly set out, spelling and punctuation are almost completely accurate, good planning gives structure to the work and the handwriting sets a standard that most eleven year olds would be pleased to achieve. Children of all abilities are encouraged in their writing and make very good progress. There is no doubt that the work seen is the children's own because of the spelling errors that appear as children experiment with writing by themselves or have the confidence to try difficult words. Some of their innocent remarks can cause amusement to the adult reader, as in science where a child recorded observations on why car buggies move more quickly or slowly as a slope is raised or lowered: "When the ramp is lower the buggers don't travel is far"! What comes through strongly is the confidence with which children of all abilities express themselves and the sensitivity of the teachers' responses. Handwriting is taught very effectively so that by Year 2 all children write neatly and legibly and almost all have developed a secure, and in some cases mature, joined up style. The quality of neatness and presentation reflects the high expectations that teachers have of their pupils.

3 The children enjoy their mathematics lessons, listening and taking part with enthusiasm. They are keen to offer answers and willingly explain how they arrived at them. In the nursery they count happily, try simple sums and learn about shapes. They learn through play as well as through direct instruction; for example, in the café they handle money, recognise the value of coins and model paying and giving change. By the time they leave the reception class, a good many have reached the early targets set for their age and have begun to work within the National Curriculum levels for Year 1 pupils. For example, they recognise and write numbers up to 20 and are familiar with larger numbers. They can record simple addition sums and sums that involve one more or less. They are good at telling the time in hours and record simple measuring activities of length and weight. This sets a good

foundation for their work in Years 1 and 2 where they continue to make good progress. By Year 2, all children show considerable confidence in number work, for example when they spot patterns. Their work books and work sheets contain mathematics of all types including shape, measurements and graphs, and are all very neatly maintained. The most able children are working comfortably within the higher level for their age although there are strands such as negative numbers that they have not yet covered. The least able of the year group are working at levels that are close to the average for their age and this produces results overall in the tests that are above the average.

4 Science results in the national assessment at Year 2 do not appear to be as strong as reading, writing and mathematics. However, the children receive a wide science curriculum and they develop good investigative skills. The results are not so high on paper because they are based on teacher assessments which are rigorous and accurate. Some of the assessments are from work early in the year rather than on the children's current efforts. However, the evidence suggests that pupils are reaching above average standards overall at the time that they complete the work. Their investigative skills, which are developed continuously in all their science work, are well above average. An example from Year 2 is where children created electrical circuits including motors and buzzers, recording them accurately through drawings. Work on how slopes affect the speed and distance travelled by a car included some extended written explanations by very able children who were concerned about making the test fair. They also extended the investigation by asking what would happen if one of the variables, such as the distance between a car's wheels, were changed. Children who were reaching an average level could describe what they have done rather than explain their results and undertook simple experiments rather than the extensions. The work in children's books suggests that teachers are careful to extend individuals to a suitable level and reflects teaching that is good.

5 A small sample of work and lessons in ICT indicates that the children are reaching the required standard for their age or above. Nursery and reception children happily choose to use computers. They know how to move objects around the screen and have good skills in using the mouse. A good programme of ICT work in Year 1 ensures that children build on these skills. By the end of Year 2, children have skills that are above average, including a good knowledge of suitable vocabulary using words like 'drag', 'drop', and 'click on' naturally. This secure vocabulary is clearly based on teachers' use, as in Year 2 children copied the teacher's use of the term 'navigate' as they found their way into and out of a database. They learned with great speed how to use a database program and after a few attempts did not need the teacher's prompts. Their work is equally good in other types of ICT such as using the computer for art or writing. Children use programmable toys and give instructions to make them move and in Year 2 they write a plan for moving a 'screen turtle' to different places making shapes such as stairs, squares and rectangles.

6 The school has used its links with a nearby Beacon school well to develop the work that children do in art. As a result the standards and progress that were reported at the last inspection as good are now very good. Teachers analyse the art skills that are needed, see how these can be developed progressively in each year group and then help children to acquire and apply those skills to particular themes and in different media. For example, the work throughout the school on pattern shows the structure very clearly. In the nursery, children's first experiments with colour combinations are completed over a number of sessions to develop their skill and this skill can be seen in the way that children use colour for a purpose when painting animals such as guinea pigs. Children learn to make shades from using pencils, or mix paint and control shades from light to dark. They then use the techniques in Year 1 to observe pattern and colour in drawing shells and starfish and in Year 2 to paint hyacinths. Observational drawing shows some remarkable progression from simple work in the nursery to sophisticated observations in Year 2 of natural objects such as

shells, corn cobs, cocoa pods and bamboo, sometimes realised in sewing rather than pencil or colouring media. A good example of the way that children transfer these skills could be seen in a piece of science work where a section of tree bark was drawn with the same attention to detail as it would have if it had been a task in art. Throughout the school, the quality of the children's work is based on the planned structure and the high expectations of teachers.

**Teaching throughout the school is very good and helps all children, including those with special educational needs, to learn effectively because it is based on what the children already know and on very detailed planning for what they need to learn.**

7 Teaching in the lessons seen ranged from satisfactory to very good, and is very good overall. Evidence from other sources such as assessments and children's work confirms the consistency of teaching over time. This quality begins with the detail that is in the planning. In nursery and reception, planning is based on the curriculum for young children but also takes into account the National Curriculum when it is appropriate to do so. Children in the nursery are encouraged to plan what they want to do and so develop good independence, working with interest and persistence. They also work well with the teacher when they are invited to do work that the teacher wants them to do. This approach continues into reception where it is balanced with more structured activities in literacy and numeracy. Children in nursery and reception classes share an outdoor play area which does limit the opportunity to respond more flexibly to the youngest children's need for more active play since the classes must agree on suitable times. However, an exciting new outdoor play area is almost complete and will give greater opportunity, challenge and flexibility to the two classes.

8 Throughout the school, the staff work together to put forward very clear plans about the skills and knowledge that children need to learn, for example in art, so that these are systematically introduced and built on. Children's learning is very thoroughly assessed using a variety of techniques, from observing what children can or cannot do to tests of their knowledge. This information is collected, collated, analysed and used to plan the next tasks. Support assistants often play an important part in this process by recording how well children listen, answer or behave whilst the teacher is teaching the whole class. Literacy and numeracy lessons carefully identify what is to be taught and to which groups of pupils so that all have the opportunity to move forward at a pace that is suitable for them. Provision is made for the very able as well as for those who find learning more difficult and need a little more help. Where classes cover two years, planning for each year is separate and very good use is made of teachers and of support assistants to make sure that the needs of the children are met. A good example of this is in the reception/Year 1 class. The need to provide more structured activities for Year 1 and include more play activities for the younger children is met through both planning and adult supervision so that children do not miss out on some of the more creative aspects that are part of their curriculum entitlement and the older ones have comparable work to children in the other Year 1 class.

9 The sample of lessons that was seen included mathematics, ICT, music, science, history and physical education as well as PSHCE (personal, social, health and citizenship education). In all of these the teachers show a secure knowledge of the subjects that they are teaching. Explanations are clear and teachers question children well to find out what they know and to extend their learning. A strength of the teaching is the way that teachers refer to other work and develop children's vocabulary. For example, in a Year 2 ICT lesson, where children were learning how to find their way around a database, they were reminded of new words that they had learned in their science such as 'vertebrates', 'carnivores' and 'herbivores' and led to suggest what invertebrate means by defining vertebrate. Teachers use interesting ways to make learning fun. A play corner set up as a Victorian House, for instance, helped children to learn about how people lived in the past. Children threw 'coals' on

the fire, ironed clothes with an old smoothing iron and beat a rug with a carpet beater with great delight. They were learning about history very effectively through play.

10 From looking at children's work on display and in their books, it is clear that teachers have high expectations of how pupils present their work in all subjects. Pupils respond to this very well. Written work of all kinds is neatly and carefully done as are drawings and illustrations. Art work shows great care and attention to detail.

11 The school has very good systems for promoting and rewarding good behaviour. These are securely in place and followed by all teaching and support staff. Teachers keep children working hard and are quick to point out any minor inattention or responses that are not what they expect. Coupled with the warm and caring relationships that are evident in the school, this brings a very calm atmosphere where children respond with confidence and work hard. Teachers and children are able to work together profitably without friction.

**Excellent leadership and management by the headteacher ensure that all staff are developing similar qualities. Governors support the school well.**

12 An unusual feature of the parents' questionnaire is that it identifies the leadership and management of the school as the overwhelming strength. In this, the parents are quite right. The headteacher gives the school a very clear sense of purpose and a strong lead in establishing quality in all areas of the school's life. There is a strong sense of community in the school where all staff, whether in a teaching or support/ancillary capacity, support each other and therefore the children. The result is a warm, friendly and welcoming environment but it is also a challenging environment because the highest standards are set by the headteacher and expected from staff and pupils alike.

13 The range of purposeful documentation is a very good example of the quality of the headteacher and deputy's leadership and management. Teachers, teaching assistants and lunchtime supervisors all have their own handbooks which set out, in a clear and readable form, their roles and responsibilities and also how they can help the school to achieve its aims. The year planners for each child, as mentioned in paragraph 19, bring together planning and records for each child that give a very good picture for parents about what is happening. The school improvement plan is based on contributions from all the staff and governors and sets the scene for the next developments. All aspects of the school's life are considered and parents have been consulted about their views on some of the developments. The available budget is allocated to support what is planned. The work of each subject co-ordinator forms the backbone for subject development and leads to thoughtful improvements because the need is identified by them. Teachers record progress towards the improvements they have set out and the headteacher and governors keep a good overview.

14 Teachers have defined responsibilities for their subjects. The headteacher plans time into the school calendar to help each person undertake these. Teachers keep an eye on all aspects such as how their colleagues plan lessons, how well they teach, what new skills teachers need, what pupils are learning and what resources are in place or needed. They give succinct and direct feedback on what they find, which can include points for development as well as recognition of success. Whilst monitoring looks rigorously at how well teachers are teaching, this is not balanced by sufficient analysis of how well pupils are learning. This has ensured the very good quality of teaching that was seen during the inspection but a change of focus to learning might pick up on further points for development.

15 Governors support the school very well. The headteacher keeps them very well informed through reports and the chair of governors adds to the understanding through

weekly visits. There is a healthy understanding set by the headteacher that the school cannot stand still even with high results but should be constantly moving forward. Key governors understand that the notion of best value is not solely related to money but includes other aspects such as looking at the school's performance in all areas of its life and seeking the views of all its partners. There is good awareness of the shortfall in the school budget for the coming year 2003/4 year which is not based on mismanagement but on the way that money has been devolved to the school. Every measure that is possible has been considered and many economies have been agreed but even these will leave the school with a deficit that governors know will need careful managing to redress.

**Children are given many opportunities for their personal development. They work enthusiastically and enjoy coming to the school and learning.**

16 The school puts considerable emphasis on the children's personal development. There is a very detailed policy and a scheme of work. Time is set aside each week for year groups to come together and regular circle times are in the timetable. There are planned links between the PSHCE programme, the school ethos, assemblies, subjects of the National Curriculum and wider curriculum activities. The confidence of the children and the high standards that they achieve in many subjects are proof that the approach works. The sample of PSHCE/assembly sessions seen was of good quality. Teachers used an interesting range of approaches such as direct teaching, stories and videos to consider important topics such as health and disease or right and wrong. Children are invited to give their opinions and they do so well, speaking out with confidence. Provision is not only carefully planned but monitored and evaluated so that improvements or new developments can be considered for the future.

17 One important feature, that helps the children to know how they are expected to behave in different situations, is the creation of the 'Golden Rules'. One parent at the meeting reported that her child is so taken with the 'Golden Rules' that she tries to apply them at home as well. The rewards and certificates are much appreciated by the children and, for example, they take great pride in being chosen by the mid-day supervisors to sit at the special dinner table with its table cloths and vases of flowers.

18 As a result of the careful provision and the feeling of community that are in the school, children have very positive attitudes to learning. In lessons, they settle quickly to their activities and concentrate on their work. Teachers create opportunities for them to work together in pairs or groups of different sizes and they respond sensibly to this. Their conversations can be lively but they know how to listen quietly again when asked to do so. The wide range of parent and friend helpers widens the children's social contacts and helps them to be relaxed and friendly in adult company.

**The school enjoys a very effective partnership with parents.**

19 The school provides a very good range of information to parents. The year planners for each child are a particularly notable example. These contain all the significant dates for the coming year and details of what children will be learning. Included are a variety of records including notes of rewards, for example for behaviour and attendance, and reading records. From the sample that was reviewed, these clearly act as a means for parents and teachers to inform each other of how well the child is getting on and of any difficulties. The year planner also acts as an ongoing record of the steps that each child is making and what the next step or target should be. At the end of the year, the parents and children have a comprehensive record of all that has been done and achieved.

20 Clearly the school welcomes parent help and equally clearly it receives it, in many different ways. A good number of parents help regularly in school with activities such as

reading, mathematics, baking, art and craft, and science. Their support enables individuals and groups of pupils to cope with more demanding tasks than would be the case otherwise. Homework, unusually for an infant school, plays an important part in extending children's learning, and many parents and family members take a keen interest, often taking the children beyond the tasks set. Homework contains the routine, such as reading and number, and the more imaginative, such as designing and making a building or creating a map of the journey to school. Parents and children can choose whether or not to do homework but most seem to do it and the results would suggest that many parents and children enjoy working together at home. Teachers show that they value the homework by including what is done regularly on displays.

21 Parents' ideas for ways in which they can help are often unusual and imaginative. One example is the mug decorating where a parent collected mugs from a pottery and many parents and friends helped children to decorate them. Another parent is planning to organise a working artist to come to the school to give children a different experience of art. Financial help is provided by many through fund-raising activities. The range of opportunities is wide and means that all can help in some way even if they are not able to be in school during the day.

#### **WHAT COULD BE IMPROVED**

22 There are no significant weaknesses and the school's improvement plan identifies minor issues very well.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	11	2	0	0	0
Percentage	0	32	58	11	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y2
Number of pupils on the school's roll (FTE for part-time pupils)	29	160
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

Special educational needs	Nursery	Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	9

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	16
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	26	55

<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	28	27	29
	Girls	26	25	26
	Total	54	52	55
Percentage of pupils at NC level 2 or above	School	98 (93)	95 (93)	100 (98)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	28	29	26
	Girls	25	26	26
	Total	53	55	52
Percentage of pupils at NC level 2 or above	School	96 (89)	100 (96)	95 (89)
	National	85 (85)	89 (89)	89 (89)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	92	0	0
White – Irish		0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean		0	0
Mixed – White and Black African		0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background		0	0
Asian or Asian British - Indian		0	0
Asian or Asian British - Pakistani		0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background		0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese		0	0
Any other ethnic group	1	0	0
No ethnic group recorded		0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	6.3
Number of pupils per qualified teacher	25.4
Average class size	30

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

Total number of education support staff	6
Total aggregate hours worked per week	98

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	15

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2
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	£
Total income	453773
Total expenditure	431311
Expenditure per pupil	2303
Balance brought forward from previous year	1680
Balance carried forward to next year	24142

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

### **Questionnaire return rate**

Number of questionnaires sent out	160
Number of questionnaires returned	38

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	5	0	3
My child is making good progress in school.	61	26	3	3	8
Behaviour in the school is good.	61	34	0	3	3
My child gets the right amount of work to do at home.	32	39	13	3	13
The teaching is good.	58	37	0	3	3
I am kept well informed about how my child is getting on.	47	39	5	8	0
I would feel comfortable about approaching the school with questions or a problem.	66	32	0	3	0
The school expects my child to work hard and achieve his or her best.	66	29	0	0	5
The school works closely with parents.	47	34	8	8	3
The school is well led and managed.	66	26	3	0	5
The school is helping my child become mature and responsible.	55	39	3	0	3
The school provides an interesting range of activities outside lessons.	21	32	21	5	21