

## INSPECTION REPORT

**KNOTTINGLEY CHURCH OF ENGLAND  
VOLUNTARY CONTROLLED  
JUNIOR AND INFANT SCHOOL**

Knottingley, Wakefield

LEA area: Wakefield

Unique reference number: 108183

Headteacher: Janet J B Taylor

Reporting inspector: Frances Forrester  
11590

Dates of inspection: 25 – 26 November 2002

Inspection number: 246766

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Primrose Vale  
Knottingley  
Wakefield

Postcode: WF11 9BT

Telephone number: 01977 722480

Fax number: 01977 722481

Appropriate authority: The governing body

Name of chair of governors: Mr G Humphries

Date of previous inspection: 6 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</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>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 331 pupils, most of who live in the parish of Knottingley. There are 75 children in the nursery who attend part time. The school works closely with other local schools as part of a 'pyramid' that cooperates in identifying strategies and sharing expertise. The school has *Investors in People* status. Other important information about the school is that:

- The proportion of pupils who have school meals free of charge is low at 14 per cent.
- Over a quarter of pupils have special learning needs, which is quite high. There are five pupils who have educational statements. There are only four pupils who come from heritages other than English. This is below the national average for a school of this size.
- When the children start school in the nursery they have few skills. Many have little confidence and their speech is immature.
- There is an imbalance of boys and girls in some year groups. Some classes have two year groups.

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

Knottingley Church of England Primary is a very effective school with some excellent features. The outstanding leadership, when combined with very good quality teaching, results in high standards in mathematics and science, and a very good education for the pupils. The school gives very good value for money.

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

- The leadership and management of the school are impressive. The governors are playing a very positive part in actively influencing the school's development.
- The very good quality of the teaching has a positive impact on promoting very good attitudes to learning. Pupils' behaviour is very good. Both of these aspects make a powerful contribution to the progress of pupils.
- The school ensures pupils have very good learning opportunities right from the start in the nursery.

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

- Nursery resources for outside play are shabby, and reception class children have no outside play space.
- There are limited additional activities to challenge high achievers when they have finished their other work.

*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 these very successful improvements since 1998:

- The good leadership and management are even better, and now excellent.
- The governors are now very successfully involved and active in the school.
- The standards of mathematics and science are now very good.
- The learning opportunities and additional activities are very good throughout the school.
- The quality of the teaching was a strength in 1998, but it is now even better.
- The school now has excellent procedures in place for checking it is giving best value for money.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	D	D	D
Mathematics	B	B	A	A
Science	B	B	B	A

  

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

Pupils achieve very well in science and mathematics by the end of Year 6 and, in other subjects, most attain the standards that are expected nationally. You can see in the table above that, when the results are compared with schools that serve similar communities, the results in mathematics and science are impressive and well above average. The school's results vary slightly each year because classes differ. There are also quite a high percentage of pupils with special learning needs. Inspectors feel that boys and girls achieve similar standards, and they found no evidence of any groups missing out. The pupils with special educational needs are given very good additional support to help them achieve their potential. The few pupils who speak English as an additional language achieve well and they too are well supported. The school has recognised that English standards are worrying. It has identified many ways to try to improve pupils' reading and writing and their ability to speak confidently. These strategies are proving successful and during the inspection, it was noticeable that pupils have a developing vocabulary and their spelling skills are improving. They take great care with their handwriting. The school has agreed high targets for future years, and it has the capability to achieve them.

Pupils in Year 2 also do very well, and the results of the 2002 national tests in writing and mathematics are good. Inspectors found in lessons that, throughout the school, pupils achieve very well in a range of different subjects. They are particularly good at:

- writing for a wide range of different purposes;
- problem solving in mathematics and their ability to calculate accurately;
- using scientific vocabulary and neatly recording their investigations;
- computer work now that they have regular practice with laptop computers;
- singing and playing percussion instruments in music.

The nursery and reception class children also achieve very well and they make good progress in their learning. This is why they start in Year 1 with appropriate skills for their age group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and they are very enthusiastic about their work.
Behaviour, in and out of classrooms	Behaviour is very good and the school's effective behaviour management seems effortless.
Personal development and relationships	Pupils have great respect for the values and beliefs of others. They have very good relationships with each other and with staff. Personal development is very good.
Attendance	Pupils' attendance is sound. The school discourages parents from taking their children away in term time.

The school prioritises pupils' personal development, and this is a great strength of the school's work. Visits to places of interest are often arranged for instance, to theatres and other local events. The whole school visited the millennium dome in 2000.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	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 and learning are very good. In almost two thirds of the lessons, it was very good or excellent because:

- teachers have high expectations of the pupils;
- teachers have very good relationships with their classes;
- basic skills in literacy and numeracy are taught very well;
- teachers successfully match lesson activities to pupils' individual abilities;
- topics are made interesting, which effectively captures pupils' attention;
- pupils are very involved in their school and eager to learn.

All the other lessons were of good quality.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good range of learning opportunities is provided in the nursery and reception class and throughout the school. A wide range of additional activities successfully enhances pupils' lives.
Provision for pupils with special educational needs	Very good support is given to pupils with special educational needs and they mostly achieve their potential.
Provision for pupils with English as an additional language	The few pupils who are learning English as an additional language achieve very well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development and the school celebrates its religious faith at all times. This is fundamental to its ethos.
How well the school cares for its pupils	The school has outstanding procedures in place for child protection and ensuring pupils' welfare. There are also very successful systems for monitoring pupils' performance.

The school meets the legal requirements for the curriculum. The excellence shown in the way the school cares for its pupils is striking. One important feature is the pupils' successful involvement in important school decisions, for example, identifying any risks to their safety. They have agreed their own policy for promoting equality of opportunity and they try to ensure that all pupils follow the policy.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership from the headteacher and senior management team ensures successful management from other key staff and a total commitment to school improvement.
How well the governors fulfil their responsibilities	There is a very effective governing body that is actively involved with the school. Governors are very enthusiastic and proud of their school.
The school's evaluation of its performance	The school's deputy headteacher very successfully monitors pupils' performance and the school strives hard for the highest standards it can achieve.
The strategic use of resources	The school makes the best possible use of any available resources, using excellent systems for checking school development.

The high quality leadership and management are great strengths, and the school very successfully applies the principles of best value to its work.

## 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 are pleased that the school is helping pupils to become mature and responsible</li> <li>• their children are happy and making good progress</li> <li>• they value the strong leadership of the headteacher</li> <li>• they are pleased that the school expects their children to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• some parents would like to be better informed about their children's progress and about school events</li> <li>• some parents feel the school does not work closely with parents</li> <li>• the way the school deals with bullying and bad behaviour</li> <li>• the quality of dinner time supervision</li> </ul>

Most parents truly value and support the school. The inspection team agrees with their positive comments. Inspectors examined pupils' annual reports and they agree they are of good quality. The school has two new notice boards to keep working parents better informed. It was noticeable that teachers willingly talked to parents as they collected their children. The headteacher is actively involved with parents, and home visits are arranged when necessary. There were no incidents of bad behaviour, although often pupils play rather boisterously in the playground. Inspectors suspect that pupils behave so well in class that they let off steam when they get to the playground. The headteacher is usually actively around the school at dinnertime. She is well aware of parents' concerns about dinner supervisors.

## **PART B: COMMENTARY**

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

**The leadership and management of the school are impressive. The governors are playing a very positive part in actively influencing the school's development.**

- 1 The school's excellent leadership is the driving force for sustaining successful teaching and high standards of work throughout the school. The headteacher is greatly committed to the school. Her strong Christian values and firm belief in the principles of high quality education for all pupils provide the school with a clear educational direction. A very strong partnership has been established with the school governors, who work very successfully with members of the senior management team. The deputy headteacher provides very good support too; his strengths complement those of the headteacher. The deputy headteacher is particularly skilled at using computers; this is used to advantage as he regularly analyses pupils' performance data to monitor their progress. He also identifies trends and weaknesses in national tests. For instance in 2002, in English he discovered that pupils found it difficult to tailor their writing for an intended audience. In mathematics, there were more pupils who could understand the coordinates of a parallelogram than could explain why apples in bulk cost less individually. Staff value this information, and they plan their work to address these difficulties. During the inspection, it was clear that teachers were encouraging pupils to write for different audiences. For instance, pupils write play scripts and, in an excellent lesson, pupils wrote a newspaper report. The school has agreed very clear and concise schemes of work and a very wide range of policy documents including one that details procedures for a range of major emergencies.
  
- 2 The staff have a very strong working relationship with each other, and a clear commitment to school improvement. The community spirit and the loving care that members of staff show for their pupils are striking. The headteacher has a strong working relationship with governors. The chair of governors values her leadership and this, together with the active involvement of the senior management team, is the driving force behind the school's impressive performance in mathematics and science in the national tests. The pupils' results in these subjects in 2002 speak for themselves. Compared to schools that work in similar circumstances, these results are very good. The school recognises that English standards are not as good as those in mathematics and science. A very good literacy management team has been established and a list of strategies to improve pupils' performance has been agreed. The inspection team noted that some of these are already proving effective. For instance, throughout the school, teachers make it a priority to promote pupils' vocabulary and spelling. They emphasise the importance of listening carefully and speaking confidently. They encourage pupils to use a wide range of imaginative vocabulary. For example, in one very good science lesson, six and seven year olds had a clear understanding of healthy eating. They also confidently named carbohydrates, vitamins and fats, and classified them according to their beneficial qualities to personal well being. The school works very closely with other local schools that face similar difficulties, which means successful strategies, ideas and suggestions are effectively shared throughout the local community.
  
- 3 The chair of governors is impressive. He has a clear procedure for checking the school is getting the best value for money. He sees risk assessment as an important management initiative. He feels that governors must never be diverted from the principle that they are there for the benefit of the children. He encourages a good team spirit and he considers everyone has an important part to play to make the school successful. The governing body is very enthusiastic about their role in school. Even the

disappointing findings in the last inspection were seen positively as a challenge, which they happily accepted. All key issues from the last inspection have been successfully addressed and improved. The improvements to the school's leadership and management are an impressive achievement since the last inspection, when governors and subject managers were criticised. Governors now very successfully fulfil their legal responsibilities. The school manages its finances efficiently, which allows it to provide a good level of learning support for individual pupils. This is important, as recent intakes of pupils have included more with special learning needs. The additional support is clearly helping them, but there are times when members of the support staff tend to sit and watch the teacher for a large part of the lesson.

- 4 The school is doing all it can to ensure pupils are given the best education possible. Children start school with poor communication and a limited understanding of number. Many have had only limited experience of the wider world. From this low starting point they achieve very well and make very good progress. Those who have special learning needs do as well as they can and achieve standards appropriate to their abilities. Taking this into account the school gives very good value for money.

**The very good quality of the teaching has a positive impact on promoting very good attitudes to learning. Pupils' behaviour is very good. Both of these aspects make a powerful contribution to the progress of pupils.**

- 5 The very good quality of the teaching is remarkably consistent. Of 34 lessons observed, almost two thirds were very good or outstanding. The other lessons were all good. The teaching was judged to be very good in the last inspection. In this inspection, an even greater percentage of lessons were very good and five were outstanding. The school has very good procedures in place for appraising teachers' capabilities and the induction of new teachers. These ensure pupils benefit from good quality teaching. Strong teaching successfully promotes all pupils' learning, and helps them to acquire a good knowledge and understanding. There is no evidence of any groups missing out. The lessons are made interesting, and this results in very good attitudes and behaviour.
- 6 The very good quality of the teaching in the nursery and in the reception class ensures that pupils have positive opportunities to learn successfully. In the Foundation Stage<sup>1</sup>, the planning is meticulous, which makes it seem that the teaching is effortless. The planning is particularly important in the nursery where there are a lot of very young children to occupy. The nursery staff work very effectively as a team and they provide a wide range of learning opportunities that successfully promote children's learning. For instance, during the inspection the focus of the teaching was introducing children to naming and sounding the letters of the alphabet. The teacher worked with small groups at a time while the support staff supervised a range of activities including a mathematics program on the computer. Staff use every opportunity in children's play to promote their learning. For example, children were building an aeroplane out of wooden blocks, and a nursery nurse reminded them that the plane needed wings. To reinforce this she found a simple reference book and quickly pointed out the wings for them to copy. In the reception class, the teaching is more formal but very well planned and suited to the needs of young children. For instance, when the teacher discussed the story of three baby owls she made it seem real by showing the class a stuffed owl. She also promoted their word recognition by asking the children to identify words they recognised in the text.

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<sup>1</sup> Foundation Stage is the formal name given to the nursery and reception class. Children cover activities, which promote their personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and their knowledge and understanding of the world.

- 7 In English and mathematics, teachers always ensure the basic skills are well taught. They have a good knowledge of the national strategies. One outstanding example of a most successful English lesson was in Year 5; pupils were writing a newspaper report about a recent local 'Book Week' where Year 10 pupils from the secondary school performed a play. Pupils wrote their initial thoughts in note form and the teacher successfully used an overhead projector to compile the first part of the newspaper report using these suggestions. The class was very enthralled and eager to write an imaginative report. They quickly settled to their tasks and produced some very original ideas.
- 8 Throughout the school, teachers have clear learning objectives for their lessons. They group their pupils carefully, vary their activities and consider the best methods to use. They make good use of the school's resources. They carefully provide equal opportunities, and endeavour to include all pupils in class discussions by wording questions carefully. They emphasise good vocabulary, and they prioritise accurate spelling. The lessons proceed at a good pace, which keeps pupils interested and well motivated. More challenging work is provided for the higher attainers, and the school is beginning to identify gifted and talented pupils so that they can be set additional extension work. These features, together with the teachers' enthusiasm and their commitment to their work, contribute to the high levels of achievement and the good progress pupils make.
- 9 An example of an outstanding computer skills lesson demonstrates the skilful promotion of independent learning in a lesson. The work was linked with mathematics and a history project on the Vikings. The teacher's expertise was put across clearly and pupils were given every opportunity to make their own choices. The class was spellbound and actively listening, asking questions and making suggestions. In this lesson, the pupils had to use a transformation to design a wrapping paper using a Viking theme. The final result was good, and all pupils achieved good standards of work.
- 10 Very good support is given to pupils with special learning needs, both in lessons and in small group or individual activities. The headteacher is responsible for special educational needs provision. She ensures that very detailed records are kept so that she can successfully monitor pupils' progress. Teaching is sympathetic and, in most cases, challenging, to ensure that pupils learn successfully and make good progress.
- 11 In the last inspection, some teachers who were responsible for overseeing a particular subject had not monitored the quality of the teaching and learning throughout the school. There is now an ongoing and successful programme of monitoring, and the teachers who are responsible for the management of a subject report the results of this evaluative work to the senior management team. Regular classroom observations now take place as part of the school development plan. In addition, pupils' books are carefully scrutinized to check that work is tidily set out and appropriately marked. This ensures pupils achieve well and that they are highly motivated to work hard and do their best.

**The school ensures pupils have very good learning opportunities right from the start in the nursery**

- 12 The nursery provides a very good range of learning opportunities and a very good variety of activities. As well as lots of tabletop activities, such as small world imaginary play, they set up different role play situations. For example: a police station, a bus station, a hospital and the wood where Goldilocks discovered the three bears. Members of staff help to promote good relationships by encouraging children to play in group games or to

share jigsaws. They develop language skills by encouraging children to pretend to be different characters. They enhance the children's experiences by inviting visitors to talk with the children. For example, firemen have recently visited the nursery.

- 13 The reception class also has additional learning experiences to enhance children's vocabulary. A good example was a topic on celebrations, when the children shared family experiences of weddings, funerals and christenings. This work was so popular with the children that they still delight in dressing up in wedding clothes!
- 14 Throughout the school, the teachers enhance the curriculum with interesting and imaginative topics. For instance in one of the older classes, pupils make model fairground rides in design and technology. In another literacy lesson, pupils were fascinated when they had to make up a play script that included dialogue between a horrid character and a boy who was a similar age to themselves. Another lesson on a history topic about Ancient Egypt focused on mummification and the class were fascinated by this. Teachers interpret the National Curriculum so that they fully meet requirements, but they also manage to make their lessons imaginative. For instance in Year 1, in literacy the teacher closed the blinds and turned off the lights and asked the class to close their eyes and to imagine what the baby owls in the story felt like when they thought their mother was missing. She played two pieces of music that made the pupils feel first sad and then very happy, to demonstrate the way the owls' emotions changed as soon as their mother returned to the nest. Another good example in a class of six and seven year olds was a science lesson. The teacher was reinforcing work that had been carried out previously about the impact of food on people's health. She had prepared envelopes with sets of pictures of different meals. The pupils had great delight taking the picture out and sorting them according to a range of categories.
- 15 The school has a very attractive environmental garden, which is used by teachers to enhance pupils' learning. For instance, reception children are taught about the dangers of eating wild berries and they are encouraged to be cautious when they pick blackberries. A hedgehog house is an interesting feature in the garden. The teachers take their classes into the garden to look for signs of new growth in the spring. They grow horse chestnuts in jars and pupils make comparisons with a circle of mature trees outside. They enjoy looking at the sky through the branches.

## **WHAT COULD BE IMPROVED**

**Nursery resources for outside play are shabby and reception class children have no outside play space.**

- 16 The nursery has a good size garden with a range of suitable play equipment. However, some of the equipment is shabby and unimaginative. The staff make the best use of this equipment: for instance they set up an imaginary police station during the inspection. This consisted of an old table with a 'Police' notice attached, and children's bicycles with similar notices attached. In the reception class there is no outside area for children to play, other than the school playground. The teacher ensures that this does not impede children's learning opportunities. They cover physical development in lessons in the school hall, and play with the Year 1 and 2 classes in the playground.

**There are limited additional activities to challenge high achievers when they have finished their other work.**

- 17 The school has recently agreed a policy for identifying gifted and talented pupils.

Teachers are always very careful to plan work for the higher achievers in the class, and this seems to keep them sufficiently challenged. However, when the activity is much the same for all the class, such as in history or geography, these pupils have no additional activities such as mathematical puzzles and word games to give them mental challenges until other members of the class have finished their work.

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

- 18 Within the context of a very good school, the governors, headteacher and staff should consider the following points for improvement in their action plan.
  - 1 Improve the provision for children in the Foundation Stage by:
    - reviewing the outside play arrangements in the nursery;
    - implementing the school's action plan for improvement to extend and modernise the resources;
    - reviewing the available space and considering the possibility of providing an outside play space for reception children.
  - 2 Enhance the provision for higher attainers by planning additional intellectually challenging activities.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

34

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	5	16	13	0	0	0	0
Percentage	15	47	38	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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	304
Number of full-time pupils known to be eligible for free school meals	0	50

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	29

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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	15	20	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	20	20	20
	Total	33	34	34
Percentage of pupils at NC level 2 or above	School	94 (87)	97 (87)	97 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	20	20	20
	Total	34	34	35
Percentage of pupils at NC level 2 or above	School	97 (87)	97 (87)	100 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	24	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	23
	Girls	18	22	24
	Total	33	43	47
Percentage of pupils at NC level 4 or above	School	69 (76)	90 (87)	98 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	23
	Girls	20	23	24
	Total	33	43	46
Percentage of pupils at NC level 4 or above	School	75 (69)	90 (80)	96 (84)
	National	73 (72)	74 (74)	86 (82)

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	260	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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 – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	26
Average class size	26

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

Total number of education support staff	10
Total aggregate hours worked per week	189

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

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.*

### **Financial information**

Financial year	2001
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	£
Total income	660,290
Total expenditure	670,260
Expenditure per pupil	2,025
Balance brought forward from previous year	37,180
Balance carried forward to next year	27,210

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	45	56	4	0	1
Behaviour in the school is good.	59	36	2	0	2
My child gets the right amount of work to do at home.	38	40	15	1	5
The teaching is good.	74	22	0	1	2
I am kept well informed about how my child is getting on.	34	38	16	6	6
I would feel comfortable about approaching the school with questions or a problem.	68	29	1	1	1
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	38	40	15	4	4
The school is well led and managed.	68	29	0	1	2
The school is helping my child become mature and responsible.	61	34	0	0	5
The school provides an interesting range of activities outside lessons.	34	50	6	1	9

### Other issues raised by parents

The special educational needs assistants give a lot of time, and work really hard. The parents are very grateful to them.