

# INSPECTION REPORT

## **ENGAINES PRIMARY SCHOOL**

Little Clacton, Essex

LEA area: North-East Essex

Unique reference number: 115314

Headteacher: Mr E W Brown

Reporting inspector: Mr M Massey  
23785

Dates of inspection: 7 - 8 October 2002

Inspection number: 247553

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:	Primary
School category:	Foundation
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	St Osyth Road East Little Clacton Essex
Postcode:	C016 9PH
Telephone number:	01225 860210
Fax number:	01225 861838
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr N Goodier
Date of previous inspection:	7 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23785	Mr M Massey	Registered inspector
9465	Ms E Cooke	Lay inspector
20142	Mr M Childs	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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>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>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>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</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Engaines Primary School is situated in the Little Clacton Ward in the village of Little Clacton, in Essex. The school is of an average size with 242 pupils on roll, 119 boys and 123 girls. Pupils are aged from four to eleven years and are taught in nine classes. Pupils' attainment is generally below average when they enter school in the academic year in which they are five. Children born between September and February start school full-time in September, with other children starting part-time until the end of the first term. Although the majority of pupils come from the village, about 40 per cent travel in to school from the surrounding area. Around 13.5 per cent of the pupils qualify for free school meals, which is average, and about one per cent of the pupils speak English as an additional language, which is also average. Around 20 per cent of the pupils are on the school register of special educational needs, mainly with moderate learning difficulties. This is average. There are few pupils with Statements of Special Educational Needs. There has been significant building development in the school since the last inspection and about half the teaching staff has changed in the last two years.

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

Engaines Primary School is a good school with some very good features. The school is very well led by the headteacher, who is supported by an enthusiastic and committed teaching and support staff as well as a dedicated governing body. The good teaching leads to pupils making good progress throughout the school. Overall, pupils achieve above the expected standards and have a very good attitude to learning. Inspection evidence shows that the present group of pupils is achieving well, based on their prior attainment. The efforts made by the school to obtain new buildings through the Private Finance Initiative have been excellent and provide a very good learning environment. The school gives good value for money.

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

- Strong leadership by the headteacher, with enthusiastic support from the senior management team and governors, provides a clear way forward for the school.
- Good teaching means that pupils make good progress throughout the school.
- There is a very good climate for learning.

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

- The use of assessments could be improved in order to help individual pupils.
- The monitoring of teaching and learning could be more systematic.

*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 improved well since it was last inspected in July 1997. The school has successfully addressed the issues identified for improvement in the last report. Pupils now take an active part in assemblies through readings, singing and reporting on their work in class. The choir also makes a very good contribution in this area. Schemes of work are in place for all subjects and this is reflected in the high quality of teachers' planning seen during the inspection. In design and technology, pupils use tools confidently. The role of co-ordinators has been strengthened considerably, although their role in formal monitoring needs to be more systematic. Standards have been maintained at a high level in mathematics and science and inspection evidence shows that standards are also rising in English due to the new setting arrangements and good teaching. There has been substantial improvement in the school buildings, where a comprehensive building programme now sees all the pupils housed in permanent buildings with excellent facilities. The provision for information and communication technology has seen a very good improvement with a new suite and open access to a further bank of computers for research near the older pupils' classrooms. The involvement of pupils in decision-making, through activities like the School Council, has improved well.

## 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
	1999	2000	2001	2001
English	B	B	C	C
Mathematics	A	C	A	A
Science	A*	B	A	A

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

Over the last five years standards have risen broadly in line with the national trend. Although national statistics for 2002 are still only provisional, the school's results for 2002 indicate that standards have been maintained overall. Appropriate targets have been set in English and mathematics in order to maintain good standards in mathematics and raise standards further in English, and the school is on track to meet these targets.

Pupils' attainment on entry to the school is slightly below average. Children make good progress in the Reception class in English, mathematics and personal and social development and are in line to meet the expectations for children by the end of the Reception year. Pupils continue to make good progress in Years 1 and 2. Inspection evidence shows that compared to previous year's standards are rising in this part of the school. For the present group of pupils in Year 2 standards are now average in reading, writing and mathematics. This is due to good teaching and the sharing of expertise among staff, for example through planning. National test results for pupils at the end of Year 2 show that in 2001 standards were well below average in reading, writing and mathematics, largely because a very low proportion of pupils attained at the higher levels. The provisional 2002 results show that in reading and writing the percentage of pupils achieving the expected standard has risen and is now in line with the national average but in mathematics it remains below average. There was, however, some satisfactory improvement in the percentage of pupils achieving at the higher level 3 in mathematics. The improvement of pupils' writing skills is a continuing priority on the school development plan.

Pupils continue to make good progress throughout Years 3, 4, 5 and 6. The present group of pupils are working at a level appropriate to their ability and standards are in line to improve when compared to last year's national test results. At present, standards for pupils in Year 6 are above average in English, mathematics and science. The establishment of setting in English and mathematics, along with good quality teaching, ensures that higher-attaining pupils are being consistently challenged, make good progress and achieve well. Pupils with special educational needs are very well supported by teachers and classroom assistants and consequently they make very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and enthusiastic in lessons, working hard and responding well to teachers' questions.
Behaviour, in and out of classrooms	Very good. Pupils respect one another and the adults in the school. They do not distract one another in lessons and this helps them to concentrate and make good progress in their learning.
Personal development and relationships	Very good. Pupils get on well together, sharing ideas and information in lessons. They form good relationships in the playground encouraged by the Playground Friends scheme.



Attendance	Good. Attendance is above the national average. Pupils are prompt and ready to start their lessons in good time.
------------	--

A particular feature of the school is the eagerness that pupils show to get into class on time and start their learning with the settling-in activities set out for them.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching throughout the school is good, sometimes very good or excellent. It is never less than satisfactory. Teachers use the National Literacy and Numeracy Strategies effectively. There is a particularly good pace to the whole-class introductions that sets the right tone for the rest of the lesson. There are some very good opportunities for pupils to use their literacy and numeracy skills in other subjects, such as religious education and science.

The recent introduction of setting for older pupils has enabled teachers to meet pupils' needs more effectively. Teachers' very good lesson planning successfully challenges higher-attaining pupils whilst ensuring that average and lower-attaining pupils are also extended. The plans reflect teachers' good subject knowledge, particularly in English and mathematics, as they are very well structured to show good progression throughout the lesson. This helps pupils' understanding and makes a significant contribution to their learning. Classroom management skills are very good throughout the school. This leads to well-ordered classes where pupils have the security to learn without interference from others. The good relationships that teachers have with pupils and the respect that pupils have for adults means that lessons are often punctuated by good discussions and occasional flashes of humour. This makes learning enjoyable and contributes well to the pupils' very good attitude to learning. The Reception teacher creates a very secure and well-organised learning environment. This enables children to settle in to school quickly and confidently. Classroom assistants make a significant contribution to the good teaching in the school. They are active participants in lessons and give particularly good support to pupils with special educational needs. Pupils' writing skills are not as good as their reading and mathematical skills. The school is very aware of this and the present emphasis on setting and developing writing skills is beginning to improve standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The National Literacy and Numeracy Strategies are used effectively to promote pupils' learning. The curriculum is successfully enhanced by a good range of activities held out of school hours. In the Foundation Stage younger children are given a wide range of learning opportunities.
Provision for pupils with special educational needs	Very good. The co-ordinator supports pupils in the classroom, as required. The school values classroom assistants highly and supports their training requests. As a result, classroom assistants give very good assistance to pupils in lessons.
Provision for pupils with English as an additional language	This very small proportion of pupils are fully integrated in lessons and receive work at an appropriate level.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has high expectations and provides very clear guidance for pupils' moral and social development. This guidance is understood by all staff and is consistently applied throughout the school, resulting in the very good attitudes and behaviour of pupils. There are good opportunities for pupils to take responsibility, for example through the School Council. The school is preparing pupils soundly for life in a culturally diverse society

How well the school cares for its pupils	Good. The school has good arrangements for child protection. Looked-after children are very well supported through personal education plans. The use of assessment is effective overall, although marking and individual target setting could be improved.
--	--

Parents are made very welcome and their views and wishes are valued by the school. They receive good information about school life, through lively newsletters. Reports to parents give them good information about how their children are doing and parents play a significant part in their children's learning through the good homework system that the school has. Provision for information and communication technology is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear vision for the school and communicates this effectively to all staff. He is very well supported by a lively, enthusiastic and highly motivated senior management team.
How well the governors fulfil their responsibilities	Good. They have been very effective in supporting the school in developing the buildings. They make a sound contribution to the priorities in the school development plan and have a good knowledge of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The results of national tests and Teacher Assessments are used to identify areas for improvement, for example in data handling in mathematics. Priorities in the school development plan are accurately based on an evaluation of pupils' performance and aimed at raising standards.
The strategic use of resources	Very good. Finances are very well used to support developments within the school, particularly in recent times with the new building programme. Co-ordinators manage subject budgets effectively.

The headteacher and senior management team are open to new ideas and constantly investigating ways of improving learning for pupils, which leads to a feeling of a progressive and innovative school. The school has successfully monitored teaching and learning in the past but this was made difficult last year by the extended absence of the headteacher and necessary re-structuring of the staff. A new system needs to be established in order to ensure that standards are maintained. The school applies the principles of best value very well.

## 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>Children like school and make good progress.</li> <li>Behaviour in the school is good.</li> <li>Teaching is good and the school is well led and managed.</li> <li>They are happy to approach the school with questions or problems.</li> </ul>	<ul style="list-style-type: none"> <li>A closer relationship with parents and more information about how their child is getting on.</li> <li>A more interesting range of activities outside lessons.</li> </ul>

The team fully agrees with the positive views expressed by the parents. The team judged that the school provided a good range of activities outside school hours. There is a good relationship with parents, who have a very positive view of the school. Information about how children are getting on is good, although the targets in the end of year reports are difficult to understand. Some parents would have liked a formal meeting to discuss transition during the school year from the Reception class, although suitable opportunities were given for individual discussion.

## **PART B: COMMENTARY**

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

#### **Strong leadership by the headteacher, with enthusiastic support from the senior management team and governors, provides a clear way forward for the school.**

1. The headteacher, with the close support of the governing body, has successfully transformed the physical environment of the school over the last four years. This has been completed through participation in the Private Finance Initiative. All pupils are now housed in permanent buildings with excellent facilities. This had had a good impact on the teaching of information and communication technology (ICT) through the establishment of a new computer suite and the bank of additional computers outside the older pupils' classrooms. This has enabled pupils to practise and develop the skills learned in subjects like English and mathematics on readily available computers. Pupils are now making good progress in developing their computer skills and applying them across a wider curriculum. In addition, the building programme has made a significant impact on establishing a good learning environment. This is a key factor in maintaining and improving standards across a range of areas, such as art and design and personal development. To achieve this has required a high degree of commitment and dedication to the improvement of facilities at the school. During this time standards at the school have been maintained and the pupils' welfare and learning have remained of paramount importance.
2. There has been a significant turnover of staff during the past two years, when the building programme was at its height. However, the acting headteacher, in consultation with the headteacher during his absence, established a very good new senior management team that is fully committed to improving standards in the school. They are empowered to make decisions and the headteacher gives them his full support. Perhaps more importantly he gives them full credit for changes that they have initiated and in this way shows that he values their contributions highly. Regular meetings are held between the headteacher and senior management team which enable important issues to be discussed. The structure of the team means that decisions and discussions are reported back to the whole teaching staff. As a result staff are well motivated and know that their work is highly valued.
3. The evaluation of the school's performance is good. This has led to modifications in teachers' planning and an added emphasis being put on areas in need of improvement, such as writing and data handling. The tracking of pupils' performance through the school is good and means that targets are set for all classes and communicated clearly to staff. These targets are challenging and ensure that there is no complacency about standards.
4. Performance management is firmly rooted in good practice. The priorities in the school development plan reflect the targets set by the governors for the headteacher. They are also a key element of the teachers' performance management targets. Training is closely linked to school development and performance management priorities. This ensures that there is a clear sense of purpose in the school with all staff working towards the same end.
5. The headteacher provides good information to the governing body and has a very good working relationship with the Chair of Governors. They meet regularly and work through a pre-determined agenda to ensure that important issues are discussed. The governing body has a good committee structure and formal visits are arranged for individual governors, the results of which are fed back to the full governing body. The governing body is therefore well informed about developments in the school.

#### **Good teaching means that pupils make good progress throughout the school.**

6. The quality of teaching is good throughout the school. This has been maintained since the last inspection. Some very good and excellent teaching was observed in mathematics. Where teaching is excellent there is an excited buzz of learning during the lesson and pupils are eager to get on with their work. This is due to the teachers' excellent subject knowledge and the lively way that this is transmitted to pupils. A feature of the very good lessons is the brisk pace that is maintained throughout. The teacher will draw the pupils' attention to how much time is left and this encourages them to remain on task. There is good, direct teaching in the introductory part of the lesson. Activities are challenging but set at an appropriate level for the ability of the pupils and consequently pupils are interested, work hard and make very good progress. In Year 6, where pupils work confidently with

numbers above 1000 they can calculate three-eighths of 240 and have good mental arithmetic skills, for example working out one-fifth of eight pounds. This means that at the beginning of the academic year pupils are already working at a level expected of an average pupil by the end of Year 6.

7. Lesson planning throughout the school is very good. There are clear statements about what pupils will learn and this is explained to them at the beginning of the lesson. Teachers' good subject knowledge is reflected in the planning through the careful structure of the lesson. Pupils acquire new knowledge more easily because the process has been carefully considered by teachers and presented to the pupils in carefully graded steps. This was seen to good effect in an English lesson where the pupils were led to write poems with examples of personification. The teacher had reflected on the previous day's work and restructured the following lesson in order to ensure better understanding. The importance of the review session at the end of the lesson has been a focus for improving teaching and lessons, often containing well-planned questions and extension activities. Classroom assistants are well informed about what the pupils are going to learn and they work very well to assist learning and make observational assessments of pupils. Their work with lower-attaining pupils is instrumental in ensuring that these pupils have full access to the curriculum.
8. Throughout the school classroom management skills are very good and as a result classrooms are quiet and orderly places for pupils to learn. This is achieved through clear expectations of good behaviour and the very good relationships that teachers have with pupils. Because the classes are orderly and well organised both teachers and pupils can relax and enjoy their teaching and learning. This brings about a mature and respectful partnership between staff and pupils in which pupils can ask questions and it is all right to have some fun. This approach makes a very good contribution to the positive attitudes that pupils have to learning. In science, it means that pupils can carry out investigations without interference from others and with a real enjoyment in what they are doing. They are able to learn from practical experience what happens to their pulse rate following exercise and how to separate materials. A good feature of the science teaching is the predictions that pupils are asked to make.
9. The youngest children, in the Reception class, have access to the full Foundation Stage curriculum. The teacher, with the support of the classroom assistants, has established a calm and secure learning environment in which the needs of all the children are met. Sometimes all the children are taught together for a while, for example in mathematics and English, before moving into small groups that reinforce their learning. Many children are already counting up to seven and beginning to form letters correctly. The teacher has made sure that children are very aware of classroom routines and older children are happy to make independent choices and work either individually or in a small group.
10. Pupils with special educational needs make very good progress. The co-ordinator works in class alongside the teacher to support identified pupils and ensure that they take a full part in lessons. Pupils' Individual Education Plans have good targets for improvement and staff are aware of their contents and use the information to support pupils in class. Classroom assistants have received specific training and give pupils very good support during lessons. Looked-after children are equally well supported through their personal education plans. They are assessed on entry to the school and appropriate provision is made for them. There is good liaison with external agencies and parents and carers. As a result, their needs are accurately identified and they are fully included in all school activities.

### **There is a very good climate for learning.**

11. There is a very high expectation of how pupils should behave and pupils respond accordingly. The headteacher has a high profile in the playground before school, in the dining room and around the school. Without being oppressive, he gives pupils a clear understanding of what is right and wrong and how they should behave around the school. This is reinforced by staff and parents who are pleased that the school is an orderly place in which to learn.
12. Because teachers have good relationships with pupils there is an attitude amongst pupils that learning can be fun and is a good thing to be involved in. As a result pupils are keen to work and make progress in their learning. A good example of this is seen in the early morning work when pupils enter school promptly and get on with their work independently. This enables the teacher to work quietly with individuals checking, for example, on their understanding of the previous night's homework and provides an excellent start to the day.

13. The establishment of a School Council and the Playground Friends has given the pupils a role in promoting good relationships and bringing about improvements in the school. Discussions with pupils show that they take their responsibilities seriously and really enjoy the added responsibility. There was even an indication that the School Council thought that it could "sort some things out better than the teachers sometimes"! These opportunities develop pupils' social and personal skills well and they are further promoted by teachers in lessons like science and personal, social and health education.
14. The result of all these initiatives is a school that is a pleasure to visit, a secure place for pupils to learn in and a place that is open to new developments.

## **WHAT COULD BE IMPROVED?**

### **The use of assessments could be improved in order to help individual pupils.**

15. Although the school makes good use of assessments to set targets for pupils and identify areas that it would like to improve teachers are not yet fully involving the pupils in their own learning by telling them individually how they can improve. This could be done by ensuring that teachers' marking gives a clear indication of where pupils are going wrong and what they need to do to improve. This could then be used to set individual learning targets for pupils, particularly in mathematics and English, that could be reviewed on a regular basis. This would give pupils a good understanding of their own learning and enable them to monitor their own progress. By individualising targets, higher-attaining pupils can be challenged to improve at a faster rate than the rest of the group and lower-attaining pupils' progress can be more easily monitored by both teachers and parents.

### **The monitoring of teaching and learning could be more systematic.**

16. The school has had an effective system of monitoring in the past. Elements of this were difficult to maintain during the extended absence of the headteacher, when staffing was re-organised. However, the fundamentals remain in place and staff are familiar with being observed whilst teaching and with analysing pupils' work. The headteacher monitors planning through the school. At present there is no clear system for observing teaching in an established programme and matching the results of observations against the pupils' learning and teachers' planning. A system that focuses on priorities in the school development plan would complement the good performance management system that is in operation and provide added information about areas that could be improved.

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

17. In order to raise standards further, the governors, headteacher and staff should:

(1) Use assessments to help individual pupils by:

- ensuring that teachers' marking gives pupils a clear indication of how they can improve;
- establishing individual targets for pupils in English and mathematics based on the areas identified for improvement by teachers' marking.

(2) Establish a system for monitoring teaching and learning so that:

- teachers are systematically observed and receive a written feedback on how they can improve;
- teachers' planning is monitored, samples of pupils' work are analysed and any areas for improvement are identified.

## 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	7

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	7	8	0	0	0
Percentage	5	16	37	42	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	236
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with Statements of Special Educational Needs	1
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence	%
School data	5.2
National comparative data	5.6

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	21	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	17	18	16
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	85 ([88])	88 ([81])	85 ([88])
	National	84 ([83])	86 ([84])	91 ([90])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	19	18	18
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	88 ([88])	88 ([100])	88 ([100])
	National	85 (84)	89 (88)	89 (88)

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
	2001	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	13	12	15
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	94 (91)	87 ([87])	100 ([91])
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	10	12	13
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	81 (91)	87 (91)	90 ([96])
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	235	24	1
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	1	9	1
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	2	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)	9.6
Number of pupils per qualified teacher	21.6
Average class size	26.2

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

Total number of education support staff	11
Total aggregate hours worked per week	194

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
	£
Total income	572,134
Total expenditure	578,602
Expenditure per pupil	2,538
Balance brought forward from previous year	38,896
Balance carried forward to next year	32,427



### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6
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	236
Number of questionnaires returned	139

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	30	4	1	2
My child is making good progress in school.	56	37	2	0	4
Behaviour in the school is good.	51	43	1	1	4
My child gets the right amount of work to do at home.	36	49	9	0	6
The teaching is good.	71	26	0	0	4
I am kept well informed about how my child is getting on.	39	44	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	60	35	4	0	1
The school expects my child to work hard and achieve his or her best.	71	28	0	0	1
The school works closely with parents.	45	40	12	0	3
The school is well led and managed.	74	23	1	0	1
The school is helping my child become mature and responsible.	55	40	1	0	4
The school provides an interesting range of activities outside lessons.	45	42	12	1	1