

# INSPECTION REPORT

## **BONNEYGROVE PRIMARY SCHOOL**

Cheshunt, Waltham Cross

LEA area: Hertfordshire

Unique reference number: 117366

Headteacher: Ms. Judith Sumner

Reporting inspector: Cheryl Thompson

22822

Dates of inspection: 29<sup>th</sup> – 30<sup>th</sup> October, 2002

Inspection number: 247767

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 category: Community

Age range of pupils: 3 to 11

Gender of pupils: mixed

School address: Dark Lane  
Cheshunt  
Waltham Cross  
Hertfordshire

Postcode: EN7 5ED

Telephone number: 01992 307 900

Fax number: 01992 633 851

Appropriate authority: Governing Body

Name of chair of governors: Mr Stuart Craft

Date of previous inspection: November, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Bonneygrove is a popular, larger than average school serving an area of mixed housing which is neither advantaged nor disadvantaged. Attainment on entry to the reception classes is around the local authority average. Currently, there are 325 pupils on roll, plus another 57 attending part time in the Nursery; in January 2003, an additional 25 will form another Reception class. Nearly all pupils are white with their origins in the United Kingdom. The three pupils who have English as an additional language are not at an early stage of learning the language. At seven per cent, the school has well below the national average of 24 per cent of pupils on its register of special educational needs. Most pupils on this register are identified as having moderate learning difficulties with three pupils having statements of particular need. The proportion of pupils known to be eligible for free school meals is just below the national average. The school benefits from being the base for one of the local authority's outreach centres for pupils with specific learning difficulties.

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

This school provides a good education for its pupils. Very good features include strong leadership and very effective management committed to continuous improvement. These features, together with good teaching and very good procedures for keeping track of progress, ensure pupils making an average start reach well above average standards by the time they leave the school. All pupils are valued and fully included in school life. The school provides good value for money.

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

- Very good leadership and management provide clear direction for the work of the school and make sure high standards are sustained.
- The Nursery provides children with a very good start to school.
- Overall, teaching is good. Very good teaching in Year 6 helps pupils become responsible and confident young people who achieve very well.
- The school provides a very good range of activities outside lessons for older pupils.

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

- Raise standards even further in information and communication technology (ICT) by developing pupils' skills through all subjects. \*
- Improve standards of handwriting and presentation. \*
- Make pupils' individual learning targets even more effective.

*\* Already identified by the school for improvement.*

*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 November, 1997. Since then, improvement has been very good. Standards attained by Year 6 pupils have improved significantly and other key issues have been resolved very well. The capacity to improve further is very good.

## 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	C	A	A	A
mathematics	C	A	A	A
science	B	A	A	A

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

This is a very good set of results, which show sustained high standards since 2000. The trend for improvement is above the national trend and has been outstanding since 1999, when results in all subjects were well below average. In recognition of the improvement, the school has received two Achievement Awards. In the Nursery, children make excellent progress in developing very positive attitudes to learning. By the time they leave the Reception class, children are likely to attain standards that are above those expected for their age and have made good progress. Results at the end of Year 2 are normally well above average in reading, writing and mathematics but this year are lower. This dip in results was not a surprise to the school; they had noted the unusually well below average starting point for a high number of children and focused their teaching to make sure that all achieved as well as possible. Compared to similar schools, standards attained at the end of Year 2 and Year 6 are normally well above average. The school sets demanding targets and is particularly successful in helping pupils attain the higher Level 3 for Year 2 pupils and Level 5 for Year 6 pupils. For example, this year almost four times as many Year 2 attained Level 3 in writing compared to national figures. Inspection evidence confirms the high standards attained in the school. High standards in writing are reflected in pupils' work in subjects such as science, history and geography. However, pupils' current standards in handwriting are not reflecting the quality of the content. Standards in ICT are around those expected but, given the high standards attained in other subjects, are not yet as good as they should be. The main reason for this is that staff training in ICT is not yet completed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. In response to all adults' consistently high expectations, pupils' attitudes develop well as they move through the school. In Year 6, pupils demonstrate very positive attitudes.
Behaviour, in and out of classrooms	Good overall with excellent behaviour in the Nursery.
Personal development and relationships	Good. Pupils' personal development develops well as they move through the school. In response to very good teaching and relationships, Year 6 pupils' personal development is very good; they are responsible and thoughtful young people.
Attendance	Well below average. In spite of its best efforts to improve attendance, the repeated absence of just a few pupils distorts the attendance figures for the school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.*

Overall, teaching is good with very good teaching in the Nursery and Year 6. All pupils, regardless of ability or disability, are fully included in lessons and the life of the school. Learning opportunities for all are good because teachers plan very carefully to build on what has been learned previously. Pupils with special educational needs have good support and work at just the right level to ensure success and good self-esteem. More able pupils have suitable work to challenge them. Where teaching is outstanding, pupils learn at a very good rate because relationships are excellent and expectations high for each pupil to achieve their very best both academically and in their personal development. Very good teaching in the Nursery is founded on a thorough knowledge of how young children learn and very well structured activities to nurture children's independence and their basic literacy and numeracy skills. Where teaching is satisfactory, planning is always thorough but on a few occasions the pace drops or pupils' behaviour is not managed as it should be; as a consequence, learning, though sound, is not as good as it could be. Teachers have a good understanding of how to teach basic literacy and numeracy skills; pupils learn well because nearly all lessons are interesting and lively. Pupils' ability to write for a variety of purposes and audiences is a strength and develops very well because teachers provide engaging texts as examples and imaginative incentives for creative work. Very good use is made of the outcomes of tests and assessments to set challenging targets for attainment in National Curriculum tests. A good start has been made on setting personal literacy and numeracy targets for pupils but there is some inconsistency in the use and resulting effectiveness of these. The school employs a good number of proficient learning support assistants who have a significant impact on pupils' self-esteem and the high standards attained.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad and relevant curriculum which is extended by the opportunities to learn Italian. There is a very good range of extra-curricular activities on offer for the older pupils. There are very good links with local secondary schools which help Year 6 to make a smooth transition.
Provision for pupils with special educational needs	Good overall and very good for pupils with a statement of specific need. Individual education plans are suitable and reviewed well. Proficient learning support assistants play an important role in the good progress pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and very good in the Nursery and Year 6.
How well the school cares for its pupils	The school provides very good care for all its pupils. There are very good systems for checking on and tracking pupils' progress as they move through the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a consensus and clarity of vision shared by the headship team in their commitment to fulfilling the school's mission statement and sustaining high standards. The key feature created by the headteacher is the strong team spirit within which staff and governors know they are valued for the part they play in continuous improvement.
How well the governors fulfil their responsibilities	Very well. Governors have a very good knowledge of the school's strengths and areas for improvement. They question what goes on and ensure that the principles of best value are applied when making important decisions.
The school's evaluation of its performance	Very good. The school makes very thorough analysis of national test results and any other tests used in the school. Outcomes of these analyses are used to set demanding targets. Teaching and learning are checked on effectively.
The strategic use of resources	Good. The school has a very clear idea of what needs improving therefore all monies are used wisely and to very good effect. Currently, ICT equipment is not being used to best advantage because not all staff are fully trained. However, the part-time employment of an ICT technician is of great benefit to staff and pupils alike.

## 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 high standards achieved in the school.</li><li>• Teaching is good and teachers are very approachable.</li><li>• Children love coming to school.</li><li>• Parents of pupils with special educational needs are extremely pleased with all the support the school gives.</li><li>• Workshops in literacy and numeracy give helpful guidance.</li><li>• The leadership of the headteacher.</li></ul>	<ul style="list-style-type: none"><li>• A few parents would like more information about how their child is getting on.</li><li>• A few parents would like to see more activities outside lessons.</li></ul>

Inspectors agree with parents' positive comments. Information available for parents is more than adequate and teachers make themselves available to parents at the end of most days. Staff, parents and mid-day assistants give very generously of their time to provide a very good range of activities outside lessons for older pupils. It is the current policy of the school not to run activities for the younger pupils.

## **PART B: COMMENTARY**

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

**Very good leadership and management provide clear direction for the work of the school and make sure that high standards are sustained.**

1. At the heart of the success of Bonneygrove school are the vision, expertise and determination of the headteacher who has the skills to turn the vision into reality. Through her expert delegation, she has created high performing teams of talented staff who know exactly what is expected of them and have very clear procedures to follow which underpin their work. All staff and governors know they are valued for their contribution to improvement which, in turn, impacts on the standards pupils attain. This style of leadership has resulted in a school where teachers are encouraged and enabled to develop their expertise, enjoy working and are not keen to leave; therefore recruitment and retention of staff is not the issue it is in many schools.

2. The school's mission statement '*The highest standards of learning and achievement for all*' is central to the work of all teams. The headship team (head, deputy and assistant head) make very thorough analyses of national test results, performance data supplied by the government and other results of tests used. Subject specific information is also provided to the headship team by the leadership team (subject leaders for English, mathematics, science and ICT). Teaching and learning are checked on regularly and rigorously, mainly by the headship team. The outcomes of the analyses, monitoring of teaching and the information provided by the leadership team are used very effectively to set demanding targets for year groups, highlighting the need for extra resources or, possibly, changing the way a subject is taught or providing further professional development for teachers. Other teams, such as the support assistants and mid-day assistants also provide specific information and all this is considered, prioritised and included in the school improvement plan. This plan is clearly prioritised and focused on sustaining high standards. Although standards are now well above average, there is no complacency.

3. The governing body is an essential and well informed member of the school team. Governors fulfil their responsibilities very well and are proud of the school and the standards attained. There are very effective committee structures in place which question what goes on in school and always seek to make the best use of all the funding received. Governors visit regularly and many help in school with such things as netball coaching.

**The Nursery provides children with a very good start to school.**

4. The Nursery is housed in a separate, purpose built building. Children start at three years plus and attend either a morning or afternoon session in classes of about 28. The Nursery is staffed by one teacher and two nursery nurses. Many parents help in classes so the adult to child ratio is usually very good and has a significant impact on learning.

5. The calm, purposeful atmosphere is impressive. Routines are very well established so that children know exactly what is expected of them, where to find things and what to do if they need help. No time is wasted. The very clear 'induction pack' for parents new to the Nursery helps them understand what is expected and how they can help their children make a smooth start to school.

6. Very carefully structured activities and proficient adult support help children learn and practise such things as letter sounds, names of colours and counting to ten. Basic literacy and numeracy skills are taught and learned in meaningful and fun ways. For example,

children are encouraged to count toy dinosaurs and use comparisons such as 'bigger than' and 'smaller than' when comparing dinosaur size against a tyrannosaurus rex.

7. All adults set very high expectations for children to listen attentively, follow instructions, organise themselves to set activities and stay with a task until it is finished. These high expectations help children to develop independence, make reasoned choices, understand the feeling of success when an activity is complete and learn how to work co-operatively alongside others. Social skills develop very well. It is impressive to see even the youngest children share, take turns and help each other in activities such as painting with a roller or playing with dinosaurs in the lentils. Children are helped to develop very positive attitudes to learning, therefore they are very well prepared for their future learning.

**Overall, teaching is good. Very good teaching in Year 6 helps pupils become responsible and confident young people who achieve very well.**

8. Underpinning the good teaching in the school is the very focused style of leadership which makes sure teachers never loses sight of the aim to fulfil the school's mission statement - '*The highest standards of learning and achievement for all*'.

9. When children start their education in the Reception classes, aged around four, initial tests indicate that levels of attainment are usually similar to the local authority average. However, attainment is seen to vary and in a few intakes, attainment is well below average levels. Given the generally average starting point, it is obvious that in response to good teaching, all pupils make good progress as they move through the school. When they reach Year 6, teaching here is very good and pupils make particularly good progress. At the end of their time in Bonneygrove, pupils are attaining well above average standards in English, mathematics and science. When compared to the standards attained in similar schools, standards are also well above average.

10. With the exception of ICT, all teachers have at least good knowledge in the subjects they teach and use a good variety of strategies to make their lessons interesting. The school is beginning to make effective links between subjects, which makes learning more interesting. For example, in Year 3 and 4, the teacher's skilful questioning helped pupils to relate their previous learning about circuits in science to the task of itemising the components of a torch. Pupils made very good progress in the lesson and quickly grasped that the basic components were the same but the case of the torch needed to be different to suit its specific purpose.

11. The team approach to planning ensures pupils in the same year group but in different classes have similar work. Lessons are based on a good understanding of what pupils already know and what they need to learn next. The school's very good systems for tracking pupils' progress and setting targets for attainment in national tests guide teachers in setting very high expectations and appropriate work for higher attaining pupils. The effect of these expectations and suitable work is seen in the high proportion of pupils attaining the higher than average levels at the end of Years 2 and 6.

12. All teachers define what it is they expect pupils to learn in a lesson and display this on their whiteboards. Almost always teachers read this learning objective to or with their pupils so that all are aware of what is expected. Currently, there is an inconsistency in referring back to the learning intention and asking pupils if they think they have been successful, or not. Similarly, the school has a good, firmly established procedure for setting individual pupils their own targets in literacy and numeracy. However, there is, again, an inconsistency in the way the targets are reviewed by pupils and commented on by teachers in their marking. Opportunities are missed for pupils to learn to appraise their own learning and set themselves future targets.

13. In Year 6, teaching is very good. What makes the teaching for this year group special is the very good or excellent relationships and very high expectations. These expectations are for both academic work and personal development. Pupils are expected to (and do) think beyond themselves and contribute sensible ideas to a discussion. They are expected to work at a very good rate and scrutiny of their work shows that they do, indeed, cover a great deal. In response to these high expectations and within the framework of very good relationships, pupils become very thoughtful and responsible young people who have very positive attitudes to all the tasks set them. They are very well prepared for their future education.

**The school provides a very good range of activities outside lessons for older pupils.**

14. Teachers, parents, mid-day assistants and governors give generously of their time to provide pupils from Year 3 onwards with a very good range of extra activities. The range includes sports, such as football and netball, and musical activities. Year 6 also have opportunities to go on a residential visit to Osmington Bay where they take part in a variety of outdoor and adventurous activities.

15. The choir has 50 members and is run by the headteacher who is an accomplished musician. A short observation of the choir in practice shows obvious enjoyment and pride in their accomplishments. They have taken part in performances at the Royal Albert Hall as well as taking a leading part in school musical productions.

16. The school is very fortunate to have two Italian speaking teachers on the staff who run clubs for Year 5 and 6 where pupils have the opportunity to continue learning Italian which they start in Year 4. From observation of these clubs, it is clear pupils enjoy themselves, speak fluently and confidently and also develop a good knowledge of every-day Italian culture. Pupils have the opportunity to continue learning Italian at one of the secondary schools. Pupils in Year 6 also have the opportunity to learn French and German. The teaching for these clubs is provided by one of the local secondary schools, a designated language college. Attendance at these clubs facilitates very good links with the local school.

17. The Gamelan club is for Year 5 pupils where they learn to play a large set of percussion instruments consisting of gongs and metallaphones. The club is run by the headteacher who has specialised in playing these instruments. A short observation of pupils relatively new to the club shows they thoroughly enjoy the opportunity of playing these Indonesian instruments and learning about the associated culture. They co-operated very well in keeping the pulse and concentrated hard in order to join in at the correct point.

**WHAT COULD BE IMPROVED**

**Raise standards even further in ICT by developing pupils' skills through all subjects.**

*Already identified by the school.*

18. The school has correctly identified that staff need to improve their subject knowledge and knowledge of the school's soft and hardware. Through its very effective methods of checking up on the standards attained in the school, it is noted that standards in ICT, though satisfactory, are not as high as the school would like. To improve this situation, much good work has been done in terms of a new up-to-date policy, scheme of work and assessment system as well as planned training for staff. Unfortunately, the school found that the New Opportunities Funding (NOF) training was not suitable for the particular needs of the school so it has been reappraised and more pertinent training put in place. As a result of the delay, not all staff have had the opportunity to develop their expertise to make full use of all the school's resources and a few lack confidence in teaching the subject. Consequently the use of ICT through and within subjects and the quality of teaching across the school is,

understandably, inconsistent, although never unsatisfactory. Evidence gathered from examination of pupils' work and observation of lessons shows that standards are around those seen in most schools. However, given the well above average standards attained in other main subjects, standards in ICT are not as good as they could be. Where ICT is used well, it is exciting and enriches pupils' learning as well as developing skills, as when the Year 6 group of pupils send email to new friends in an Italian school.

19. The school employs a part-time technician whose input to helping both pupils and teachers to develop their skills is very beneficial. In whole class lessons in the ICT suite, the presence of the technician means that any software problems are quickly dealt with, pupils can get on with their tasks and time is not wasted.

**Improve standards of handwriting and presentation.** *Already identified by the school.*

20. The school is very successful in the standards attained in writing by Year 2 and Year 6 pupils. In both year groups, almost always, a much higher proportion than the national average attain the higher National Curriculum levels. Examination of pupils' work shows that pupils enjoy writing, have imaginative ideas for their work, plan carefully and write at length. However, though neat, the standards of pupils' handwriting and presentation do not reflect the content of their work. In the main, basic letter formation is correct but the size and style tends to be inconsistent. The school has the dilemma of wanting and needing to raise standards in handwriting without putting pupils off writing.

**Make pupils' individual learning targets even more effective.**

21. Throughout, a good start has been made on setting pupils personal targets for literacy and numeracy so that they know how they can make their work better. However, these targets are not yet as effective as they could be. From examination of pupils' work, it appears that not all teachers, consistently, refer to these targets when they are marking work and pupils are not encouraged to reflect and assess how well they are doing in relation to their targets. A very good exception to this was noted in one Year 6 class, where pupils were checking on their targets and could confidently explain how they thought they were doing and, importantly, what they would be aiming for next. The school is aiming to encourage parents to be more involved in helping their child achieve their targets.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Bonneygrove provides a good quality education for its pupils. To make this effective school even better the school should:

- (1) Raise standards even further and develop pupils' skills in ICT through all subjects by:
  - Ensuring all staff complete NOF training and make full and effective use of the school's ICT resources in order to raise standards.(Paragraph: 18)
  
- (2) Improve standards of handwriting and presentation:
  - Deciding on an appropriate handwriting scheme for the school
  - Providing frequent, short and structured sessions where pupils can practise the agreed handwriting style.
  - Where appropriate, setting individual pupils targets for improvement.(Paragraph: 20)
  
- (3) Make pupils' individual learning targets even more effective by:
  - Referring to targets when marking pupils' work
  - Involving pupils in assessing their own progress towards meeting their targets and setting new ones
  - Encouraging parents to be more involved in helping their child achieve their targets.(Paragraph: 21)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	7	7	1	0	0
Percentage	4	38	27	27	4	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 three 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)	29	325
Number of full-time pupils known to be eligible for free school meals	0	57

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	24

#### 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	14
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.5
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	21	26	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	16
	Girls	24	24	26
	Total	40	39	42
Percentage of pupils at NC level 2 or above	School	87 (96)	83 (98)	90 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	18
	Girls	25	26	25
	Total	41	45	43
Percentage of pupils at NC level 2 or above	School	87 (96)	96 (98)	91 (98)
	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	28	24	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	27
	Girls	23	23	22
	Total	48	48	49
Percentage of pupils at NC level 4 or above	School	92 (92)	92 (90)	94 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	25	28
	Girls	23	21	23
	Total	51	46	51
Percentage of pupils at NC level 4 or above	School	98 (92)	88 (90)	98 (92)
	National	73 (72)	74 (74)	82 (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	314	1	0
White – Irish	0	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	0	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	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	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)	13.8
Number of pupils per qualified teacher	22
Average class size	27

#### Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	352

#### 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	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

### Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	4
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	2001/2002
£	
Total income	1 044 887
Total expenditure	984 840
Expenditure per pupil	2 598
Balance brought forward from previous year	32 624
Balance carried forward to next year	65 556

The above figures include staffing costs for SpLD base.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	95

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	59	38	1	0	2
Behaviour in the school is good.	53	43	0	0	4
My child gets the right amount of work to do at home.	46	37	5	0	12
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	36	47	14	1	2
I would feel comfortable about approaching the school with questions or a problem.	74	22	4	0	0
The school expects my child to work hard and achieve his or her best.	66	31	0	0	3
The school works closely with parents.	48	42	8	0	2
The school is well led and managed.	64	33	0	0	4
The school is helping my child become mature and responsible.	59	33	1	0	6
The school provides an interesting range of activities outside lessons.	31	26	15	2	27