

# INSPECTION REPORT

## **SHERBURN HUNGATE COMMUNITY PRIMARY SCHOOL**

Sherburn-in-Elmet

LEA area: North Yorkshire

Unique reference number: 121435

Headteacher: Mr M J Whaley

Reporting inspector: Miss K Manning  
20267

Dates of inspection: 9<sup>th</sup> – 10<sup>th</sup> September 2002

Inspection number: 248258

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 - 11
Gender of pupils:	Mixed
School address:	North Crescent Sherburn-in-Elmet Leeds
Postcode:	LS25 6DB
Telephone number:	01977 682 434
Fax number:	01977 683 892
Appropriate authority:	Governing body
Name of chair of governors:	Mr T W Fitch
Date of previous inspection:	December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Sherburn Hungate County Primary School serves the local community and most pupils live close to the school. They come from a wide range of backgrounds, though the proportion eligible for free school meals is below the national average. Almost all pupils are of white ethnic origin and the number of pupils who do not speak English at home is very low. The make-up of the area has begun to change and, last year, most children starting in reception class have knowledge of reading and numbers that is beyond what is expected for their age. With 282 pupils on roll, the school is larger than most. However, the number of pupils is falling and this has led to some classes having pupils from more than one year group. In one class, teachers share the teaching, each working for part of the week. The nursery runs each afternoon and is attended by 26 boys and girls. The proportion of pupils who have special educational needs is about the same as in most other schools. Fifty-three pupils are on the school's register of special educational needs because they have learning, physical or emotional difficulties. Of these, 11 pupils have a Statement of Special Educational Need.

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

The school provides its pupils with a good education. Strong leadership from the headteacher and good teaching of English, help pupils to achieve high standards in writing. Most pupils are keen to learn and behave well. The high quality partnerships that exist between pupils, teachers, parents and governors have a positive impact on pupils' learning and personal development. The school gives good value for the funding it receives.

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

- Good teaching ensures that, by the end of Year 6, many pupils achieve high standards in writing.
- The school's good provision for pupils' personal development ensures that they are mature and independent.
- Pupils who have special educational needs linked to learning or physical difficulties receive all the help they need to make good progress and achieve as well as they can.

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

- Work in science is not always pitched at the right level for lower attaining pupils and too few reach the level expected by the end of Year 6.
- The school's procedures for managing the unsatisfactory behaviour of a small number of pupils are not always effective.

*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 at a good rate since it was last inspected in December 1997. All of the key issues identified in the previous report have been tackled successfully. The school's prospectus and the governors' annual report to parents now contain all the necessary information. Policies provide useful guidelines for the teaching of all subjects and an agreed format for assessing and recording pupils' progress. Other improvements include a wider and richer curriculum and greater emphasis on learning about other cultures and societies. The enthusiasm and willingness of governors, the headteacher and staff, place the school in a good position to continue to improve.

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

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

Most pupils make good progress from one year to the next and achieve the standards of which they are capable. By the end of the foundation stage, many children have achieved the early goals and skills expected for their age and are working towards the first levels of the National Curriculum. By the end of Year 2, most pupils achieve standards in reading, mathematics and science that are typical for their age. They achieve good standards in writing. This is a similar picture to the results of last year's National Curriculum tests. Girls are better at reading and writing than boys, though teachers are closing the gap by providing more interesting reasons for boys to read and write. Pupils in Year 2 perform better in national tests in writing than those in similar schools. Their performance in reading and mathematics is broadly the same as pupils in similar schools. By the end of Year 6, pupils achieve standards that are above average in English and average in mathematics. Standards in science are below average because many of the lower attaining pupils do not reach the level expected for their age. Results are higher in English than mathematics and science because of the work that has gone into raising standards in reading and writing. By the time they leave the school, boys and girls do equally well in English. The school's results are rising at a similar rate to the national trend. Last year the school matched the target it had set for raising standards in English but did not meet its target in mathematics because a very small number of pupils failed to achieve the expected level by only one or two marks. Throughout the school, pupils who have special educational needs linked to learning or physical difficulties and the very small number who speak English as an additional language make good progress and also achieve their full potential.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and try hard with their work.
Behaviour, in and out of classrooms	All but a handful of pupils behave well in lessons and at other times in the school day. A small number of pupils behave unsatisfactorily. This is often because they have emotional or behavioural problems.
Personal development and relationships	Most pupils are mature and sensible. They form good relationships with other children and adults.
Attendance	Pupils enjoy school and, consequently, attendance is well above average.

Pupils are very proud of their School Council. It provides them with opportunities to be involved in the running of the school and they are growing in independence and confidence as a result of it.

The number of exclusions is high. However, these relate to only a few pupils and are the result of staff not having the strategies to prevent behaviour escalating to the stage where pupils are excluded.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 is good overall, though the quality of teaching in lessons varies from very good to unsatisfactory. In the foundation stage, teachers develop children's language, literacy and number knowledge through a wide range of activities and by encouraging children to talk about what they are doing. In Years 1 to 6, teachers make good use of the National Literacy and Numeracy Strategies to plan work and assess what pupils know and can do. They are particularly good at teaching writing and this is one of the reasons why pupils achieve well. A very good feature of teaching in Year 6 classes is that teachers' marking helps pupils know how well they are doing and what they need to do to improve. In science, teachers do not always pitch work at the right level for pupils of different abilities and do not plan enough opportunities for pupils to engage in experimental and investigative work. Pupils who have special educational needs linked to learning or physical difficulties are taught well and make good progress towards their individual targets. Teachers make good use of classroom assistants to provide help and support for pupils who have special educational needs. Teachers generally ensure that all pupils have equal opportunities to learn and make progress although in science, lower attaining pupils are sometimes expected to do work in science that is too difficult. Teaching is unsatisfactory when the strategies for ensuring that pupils listen and get on with their work are ineffective. Teachers and support staff do not have the expertise necessary to deal effectively with the very challenging behaviour of a small number of pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is enriched by a wide range of educational visits and visitors and a good programme of personal, health and social education. Children in the foundation stage have a lively and interesting curriculum that is appropriate for their age.
Provision for pupils with special educational needs	The school's provision for pupils who have learning or physical difficulties is good. The work, guidance and resources provided help them to make good progress towards their personal targets. Their learning also benefits from the well-managed teaching they receive in small groups from skilled classroom assistants. The provision for pupils who have emotional or behavioural problems could be improved. Although staff work extremely hard on behalf of these pupils, they lack the expertise to manage very challenging behaviour.
Provision for pupils with English as an additional language	None of the pupils in this school require extra help in order to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is promoted well. The school makes good provision for pupils' spiritual, moral, social and cultural development. The ethos of the school is one in which pupils can grow and flourish.
How well the school cares	Good. Each pupil is valued, cared for as an individual and encouraged



for its pupils	to reach their full potential.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides thoughtful leadership and clear educational direction for the work of the school. Staff work together well as a team and this has helped bring about significant change and improvement since the previous inspection.
How well the governors fulfil their responsibilities	Governors are knowledgeable about the school and fulfil all of their statutory responsibilities. They are committed to the school's success and work hard on its behalf.
The school's evaluation of its performance	Through regular evaluation of their work, the headteacher, governors and staff have a clear idea of the school's strengths and weaknesses.
The strategic use of resources	Satisfactory. Funds available to the school are used appropriately and the principles of best value are applied well. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning.

Pupils' performance in national tests is compared with local, similar and all other schools. Decisions about the curriculum are reviewed regularly to see if they remain up-to-date or need improving. Governors and the senior management team keep a close eye on spending to ensure that they get the best possible value for money and that pupils have good quality resources to help them learn. Parents' views about the school are sought regularly. They play an active part in shaping decisions about issues such as the school council.

## 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>Parents are pleased that their children like school.</li> <li>The teaching is good.</li> <li>They feel comfortable about approaching teachers with their concerns.</li> <li>Parents are glad that their children are expected to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>The behaviour of a small number of pupils.</li> </ul>

Parents' views of the school are largely positive and well-founded. However, they are right about the unsatisfactory behaviour of a small number of pupils, most of whom have special educational needs linked to emotional and behavioural problems.

## **PART B: COMMENTARY**

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

**Good teaching ensures that, by the end of Year 6, many pupils achieve high standards in writing.**

By the end of Year 6, teachers have succeeded in raising standards in writing to above those in most other schools and well above those in schools with pupils from similar backgrounds. This is a team effort and is the result of good teaching from the foundation stage onwards.

One of the main reasons why standards in writing are high is that teachers plan many opportunities for pupils to write in English lessons and other subjects. In the foundation stage, areas of the classroom are set aside as the writing area or office and pencils, crayons and paper are always available. Teachers incorporate writing tasks into each term's topics. For example, children in a reception class were writing invitations to a party to be held at the end of the week. Between Years 1 and 6 the scope for writing widens tremendously. From Year 1 onwards, pupils have frequent opportunities and sufficient time to write their own stories and poetry. Alongside this, they are taught how to make a good start to a story and many of those written by pupils in Years 1 and 2 start in the traditional manner of 'once upon a time' or 'one day'. Reading and talking about the work of a wide range of popular and well known authors help pupils in Years 3 to 6 consider techniques for describing characters, creating suspense in their stories and devising plots that grab the reader's attention. For example, the verses 'After Ever Happily', written by pupils in Year 6, were immediately interesting because of their novelty. In addition, the emphasis that teachers give to using a broad and varied vocabulary leads to pupils in Year 2 using adjectives such as 'shiny green' and older pupils using words and phrases such as 'clenched her fist around her pen' to good effect to create tension in a story.

It is not just in English lessons that pupils are given the chance to write. In history, geography and religious education they write about other cultures and about the places they have visited as part of their studies. Following a visit to York Minster pupils in Year 6 wrote in great detail about the architecture of the building, describing the stained glass windows as 'eye-catching' and showing their understanding of how religion had influenced the art of the Minster. Throughout the school, pupils regularly use word processing and computers to draft and write their work. In this way they practise writing at the same time as they gain skills in information and communication technology.

Teachers have got the balance between writing stories, poems and plays and attention to spelling, punctuation and grammar just right. In the foundation stage, children learn to recognise letters and their sounds and this stands them in good stead as they begin to write their own sentences. In Years 1 and 2, teachers expect pupils to have a go at spelling. Many of the mistakes that pupils make are plausible because they have written words the way they sound. For example, 'solist' as a spelling for silliest. Teachers expect pupils to learn spellings as homework and this is paying off in that, by the end of Year 6, most pupils spell even difficult words, such as 'ignore' and 'brightened' correctly. Similar attention to punctuation and grammar means that pupils use full stops and capital letters from the foundation stage onwards. As they get older they incorporate more complex sentences, speech marks and paragraphs into their work. The end result is often a polished and interesting piece of writing, whether it is a story or a letter of complaint.

Throughout the school, teachers pay close attention to handwriting. In the foundation stage, children are taught to hold their pencils and form letters correctly. Pupils in Years 1 and 2 are taught to join their writing and most write legibly and in a consistent size. In Years 3 to 6, teachers set aside some time each week for pupils to practise their handwriting and ensure that they have a good, flowing style by showing them how to join letters elegantly.

Pupils who have problems with writing are given all the help they need to succeed. In many lessons, they benefit from the extra help given by teaching assistants, especially when working in small groups. Lower attaining pupils do well as a result of good teaching and the school's programmes for 'additional literacy support.' Pupils in Year 6 benefit from the 'booster classes' that are aimed at giving those pupils who need it the extra push to reach the level expected for their age in national tests.

In all of this, teachers are aided by the school's good procedures for assessing and recording what pupils know and can do. A close analysis of the performance of boys and girls led to the introduction of more varied and interesting opportunities for boys in Years 1 and 2 to write. This has been successful in reducing the gap between the achievement of boys and girls. Similarly, careful tracking of pupils' progress from one year to the next enables teachers to predict fairly accurately the level that they expect each pupil to reach by the end of Year 4 and Year 6. In addition, the co-ordinator keeps a close eye on the quality of teaching and on pupils' achievements, which puts the school in a good position to maintain these high standards.

### **The school's good provision for pupils' personal development ensures that they are mature and independent.**

The school's curriculum and ethos help promote pupils' personal development. On a day-to-day level, the warm and friendly relationships that teachers forge with pupils help them to settle into new classes and gain the confidence to give their opinions and views. Throughout the school, teachers respect pupils' points of view and listen to what they have to say. Pupils' comments are valued and sought out in lessons with teachers often asking pupils to explain their thinking. For example, in a mathematics lesson, pupils in Years 4 and 5 were asked to say how they halved and doubled numbers and this led them to realise that they had used a variety of different methods. All of this has a significant impact on pupils' relationships with one another. This is evident in the way that pupils play together amicably at breaks and lunchtimes. Pupils, parents and teachers agree that incidents of bullying or harassment are rare and that pupils from a wide spread of backgrounds enjoy one another's company.

A very successful factor in the school's provision for pupils' personal development is the School Council. This was first established in June 2001 and is already proving to be extremely popular with pupils. Two pupils from each class are elected as members of the council and are actively involved in making decisions that affect the running of the school. Pupils vote for representatives from their class who have chosen to stand for election on the basis of promises, such as 'I'll discuss all of my ideas with everyone'. While staff have been amazed at the high levels of maturity shown by pupils on the council, pupils themselves have taken it all in their stride. They are proud of their council and talk earnestly about their roles and responsibilities as class representatives. In the past year, pupils' suggestions about improvements to the playground have resulted in the addition of magnetic games boards to encourage pupils to play together and there are proposals and plans for further changes to the school environment. Through working together and accepting the need for democratic decisions, pupils learn to listen to and accept the views of others.

Another successful addition to the school's curriculum is the programme for pupils' personal, health and social education. This starts in the foundation stage when children are taught to be independent and get the things that they need. For example, in the nursery, teachers

show children where to find aprons and how to put them on before painting or exploring in the water tray. Staff expect children to make their own decisions about when to have a snack and they are trusted to eat only one biscuit but plenty of fresh fruit. Pupils in Years 1 to 6 have one lesson each week when they discuss and learn about issues that affect them. Teachers plan these lessons carefully so that they include relevant topics such as, the need for rules and how to behave towards other children. During lessons, teachers ensure that there is plenty of time for pupils to think about the issues and to listen to and give their own points of view. For example, the teacher asked pupils in Year 4 to consider the purpose of rules before they set their own class rules. Following some prompting by the teacher and because the topic had been part of the school assembly, many pupils understood that rules such as 'we walk in school' are useful because they ensure their safety.

**Pupils who have special educational needs linked to learning or physical difficulties receive all the help they need to make good progress and achieve as well as they can.**

Pupils who have special educational needs linked to learning difficulties get good support from teachers and teaching assistants. They receive all the help they need to make good progress. This starts in the foundation stage, when teachers assess what pupils know and can do in the autumn term. Teachers identify gaps in learning and provide children who do not make the expected progress with extra help. From Years 1 to 6, teachers continue to keep a close eye on the progress of pupils who have special educational needs. They are up to date with recommendations in the new Code of Practice and make good use of a variety of external agencies who provide extra help for pupils who need it.

The co-ordinator helps teachers to set realistic targets for each pupil identified as having learning difficulties. Teachers consider these carefully and each plan has very specific targets for improvement, for example, to learn the first ten words on a list from the school's reading scheme or to learn number facts to ten by heart. These are measurable, so that parents can see how well their children are doing and teachers know when to move them on to the next target. In addition, when parents are involved in setting targets teachers and the co-ordinator provide them with useful advice about how they can help their children at home. The co-ordinator also provides a weekly workshop for teachers who go to her for advice and help when setting targets and planning work. Teachers assess and record pupils' progress regularly, and invite parents to these reviews so that they can make their own contribution.

Teachers are good at planning work for pupils who have these kinds of special educational needs. In lessons, the tasks that teachers set help pupils achieve these targets and feel success at doing well. Lower attaining pupils, and those who have special educational needs, benefit considerably from the extra help and attention they get from working in a small group. The work they do is based on what is happening in class and planned to help them keep up with other pupils for the part of the week that they are in the larger class group. Pupils benefit from and enjoy this close attention and the good relationships that teaching assistants have with pupils ensures that they try their best and are keen to learn.

The main school buildings and the nursery provide suitable accommodation and access to pupils who need wheelchairs. The school has access to equipment designed for use with pupils who have impaired hearing. Staff are trained to recognise and deal with a range of problems that may occur to children who attend the school and who have medical conditions. All of this means that these pupils are not disadvantaged and gain the maximum benefit from their time in school.

## **WHAT COULD BE IMPROVED**

**Work in science is not always pitched at the right level for lower attaining pupils and too few reach the level expected by the end of Year 6.**

The school is very successful at helping higher attaining pupils to achieve well in national tests. Last year, teachers' assessments showed that more than a quarter of the pupils in Year 2 and almost half of the pupils in Year 6 achieved a higher level. This was a real success for the school. However, at the other end of the scale, a number of lower attaining pupils failed to reach the level expected for their age.

There are two main reasons for this. The first is that, while teachers are good at ensuring that work in English and mathematics is pitched at the right level for pupils of different ability, they do not always do this in science. Lower attaining pupils are sometimes asked to do the same work as average and higher attaining pupils and this is often too difficult for them. For example, in a lesson in Year 3, all pupils were expected to complete the same worksheet on the properties of materials. While this was easy enough for average and higher attaining pupils, some lower attaining pupils struggled to read the more difficult words describing the materials. The co-ordinator recognises that this is an area that needs close monitoring in the next year.

The co-ordinator has analysed the results of national tests and rightly identified gaps in pupils' knowledge of experimental and investigative science. In the past, teachers have not planned enough opportunities for pupils to engage in this type of work. This means that older pupils struggle when asked to set up their own experiments because they do not have the foundations of having practised this lower down the school.

The co-ordinator plans to raise standards in science and has already begun to devise a programme of monitoring teachers' planning and pupils' books in order to ensure that this group of pupils do better in future tests.

### **The school's procedures for managing the unsatisfactory behaviour of a small number of pupils are not always effective.**

Staff work hard to manage the unsatisfactory behaviour of a small number of pupils. They quickly identify pupils who have special educational needs linked to emotional and behavioural problems. When appropriate, teachers set these pupils targets for improving their behaviour, for example, not to flick or throw things in class or to listen carefully to what the teacher says. These targets enable teachers to assess each pupil's progress and report success or otherwise to parents. However, the system is not as effective as teachers would like it to be because staff do not have the expertise or experience of dealing with the very challenging behaviour of a small number of pupils, many of whom have emotional or behavioural problems. They have had very little training and, because of this, there are some inconsistencies in how teachers and midday supervisors view and deal with poor behaviour.

The school has concise and relevant guidelines for promoting good behaviour and dealing with unsatisfactory behaviour. A policy sets out clearly the steps and sanctions that teachers impose for poor behaviour and these are followed meticulously by all teachers. A consequence of this is that the number of exclusions is high. This is partly because staff do not have a range of strategies to prevent pupils from getting to the exclusion stage of the procedures. For example, when pupils are withdrawn from classes, teaching assistants do not have an effective or proven range of techniques for calming them down and helping them to get on with their work and ultimately to rejoin their class. When pupils refuse to co-operate, the next stage, where parents are called into school, is a big step nearer to exclusion.

In lessons, teachers are sometimes inconsistent in their general approach to discipline. One or two allow pupils to talk when they should be listening or to call out answers. This prevents

other pupils from having their share of the lesson and leads to further calling out and noise. Though pupils generally behave well in lessons, this is an area that teachers recognise as one that could be tightened up.

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

Governors, headteacher and staff should

### **(1) Raise standards in science by**

- a. ensuring that the work planned for lower attaining pupils is pitched at the right level for their ability
- b. providing more opportunities for pupils to engage in experimental and investigative science
- c. monitoring teachers' planning and the work in pupils' books regularly.

### **(2) Improve behaviour by**

- a. providing training for all staff in dealing with challenging behaviour
- b. ensuring that all staff follow the same procedures when dealing with poor behaviour
- c. agreeing and implementing strategies for managing pupils when they are withdrawn from lessons.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	7	10	2	0	0
Percentage	0	9.5	33	48	9.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### 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)	13	269
Number of full-time pupils known to be eligible for free school meals	0	27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	1	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	22	28	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	27	27	27
	Total	46	48	48
Percentage of pupils at NC level 2 or above	School	92 (93)	96 (95)	96 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	25	26	26
	Total	45	47	46
Percentage of pupils at NC level 2 or above	School	90 (93)	94 (93)	92 (98)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	27	26	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	25
	Girls	21	17	19
	Total	45	39	44
Percentage of pupils at NC level 4 or above	School	85 (69)	74 (72)	83 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	24
	Girls	20	18	18
	Total	42	41	42
Percentage of pupils at NC level 4 or above	School	81 (72)	77 (69)	79 (82)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	239
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	21.9
Average class size	24.3

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

Total number of education support staff	15
Total aggregate hours worked per week	238.75

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	16.25
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/02
	£
Total income	721,208
Total expenditure	699,807
Expenditure per pupil	2,310
Balance brought forward from previous year	51,802
Balance carried forward to next year	73,203

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

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	303
Number of questionnaires returned	58 (19.1%)

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	2	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	29	56	12	3	0
My child gets the right amount of work to do at home.	40	50	10	0	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	53	40	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	50	43	5	0	2
The school is well led and managed.	41	47	7	2	3
The school is helping my child become mature and responsible.	33	64	3	0	0
The school provides an interesting range of activities outside lessons.	28	55	10	0	7

### 8 (13.8%) parents made additional comments

#### Strongest points in order

- There is a small amount of misbehaviour by some pupils.
- The school helps pupils to gain confidence.
- Pupils are encouraged to do their best.