

# INSPECTION REPORT

## **ST MARY MAGDALENE C of E (VA) PRIMARY SCHOOL**

Sutton-in-Ashfield

LEA area: Nottinghamshire

Unique reference number: 122775

Headteacher: Mr Chris Johnston

Reporting inspector: Barbara Crane  
21227

Dates of inspection: 21<sup>st</sup> – 22<sup>nd</sup> October 2002

Inspection number: 248394

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:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Springwood View Close Sutton-in-Ashfield Nottinghamshire
Postcode:	NG17 2HR
Telephone number:	01623 464246
Fax number:	01623 464245
Appropriate authority:	Governing body
Name of chair of governors:	Mrs B Donaldson
Date of previous inspection:	March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This Voluntary Aided Church of England primary school is smaller than most schools. Pupils come from a wide area and the school is over-subscribed. It has 197 pupils and all but a few come from white, British families. A very small number of pupils have English as an additional language but are not at an early stage of acquiring English. Six per cent of the pupils are entitled to free school meals, which is below average. When the children start at the school, their attainment in language and literacy is below average but is broadly average in other areas of learning. Thirteen per cent of the pupils have special educational needs, which is below average, and one pupil has a statement of special educational need. The pupils' special educational needs mainly involve learning difficulties. After a long period of stability, there has been a very high turnover of teachers in the last two years.

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

This is a good school. Children in the Reception class get off to a good start because of the good teaching. Standards are high in reading, mathematics and science by the time pupils leave the school because teaching in these areas is good in the juniors. Most of the teaching is good and effectively supports pupils' progress but some pupils should be doing better by the end of Year 2. Pupils' personal development is very good because of the school's emphasis on valuing pupils' successes and rewarding their efforts. The school is well led and managed and is well placed to move forward because it looks closely at what needs to improve. It provides good value for money.

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

- Standards in reading, mathematics and science are high by the time pupils leave the school because of the good teaching.
- The pupils have very good attitudes to school, behave very well and develop confidence because of the school's very good provision for their personal development.
- The school is well led and managed; it is good at checking how well it is doing and has identified the right areas to work on next.
- There is a very good partnership with parents as a result of the school's good information and efforts to involve parents in its work.

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

- Standards in writing should be higher by the time pupils leave the school.
- The work planned for the lower attainers in Year 2 is not always adapted to their needs and so they do not make the best possible progress.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in 1998. Standards are higher and the teaching is better than it was. The school's planning for improvement has greatly improved and is supported by better financial planning. The school now checks carefully on what needs to improve in teaching and learning through a well-planned programme of lesson observations, and teachers get good feedback. There are better systems for tracking pupils' progress; these are well used in Years 3 to 6 but are not yet fully used to ensure that lower attaining pupils in Year 2 are making good progress. Schemes of work are now in place for all subjects and the school meets all statutory requirements in publishing information to parents. The school has a building project in hand to create a learning resource area that will combine a library and computer suite.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A	C	E	well above average    A above average        B average                C below average        D well below average    E
Mathematics	A*	B	A	B	
Science	A*	A*	A	A	

The results for eleven year olds in 2002 were well above the national average in mathematics and science and well above the performance of pupils in similar schools in science. Results in mathematics were above those in similar schools. Results in English were average compared to all schools but well below the average in similar schools. These standards are reflected in the inspection findings. Standards for eleven year olds in reading, mathematics and science are high. The pupils in Year 6 do much better in reading than in writing. Standards in writing should be higher by the time they leave the school. The school has recognised the weaknesses and has worked effectively to steadily increase the number of pupils reaching the level expected for their age, but too few attain beyond this. The older pupils' spelling is weak, particularly of common words, and they do not routinely check through their work to find mistakes in spelling or punctuation. Handwriting is not always joined or properly formed. The school meets the targets it sets for its oldest pupils. The school's trend in standards has kept pace with the national trend. The results for seven year olds in 2002 were above the national average in reading and writing and below average in mathematics. Compared to similar schools, their results were below average in reading, average in writing and well below average in mathematics. The lower attaining pupils are not doing well enough in Year 2. Too many pupils only just reach the level expected for their age in reading, writing and mathematics. Pupils with special educational needs and lower attainers make good progress in the junior classes but only satisfactory progress in the infants. This is because the work they do is not always as closely matched to their needs and is sometimes too hard or too easy for them. The children in the Reception year make good progress and most reach the goals expected for their age in all areas of learning, by the time they start in Year 1. The few pupils who are learning English as an additional language make appropriate progress because their needs are taken into account.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are proud of their school and take full advantage of what it offers them.
Behaviour, in and out of classrooms	Very good. Pupils of all ages behave sensibly in classrooms and at play.
Personal development and relationships	Very good. Pupils get on very well together and help each other.
Attendance	Good. The rate of attendance is average and there is no unauthorised absence.

The school's strong Christian ethos is reflected in the very good relationships throughout the school. Pupils enjoy their work and are keen to improve. They listen carefully to each other and to teachers. Pupils of all ages and backgrounds mix well together and are eager to take on responsibility. They understand how what they do affects other people and they are polite and considerate.

## TEACHING AND LEARNING

Teaching of pupils in:	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.*

The teaching is good, overall, but it is better in the Reception year and in the juniors than in the infants. The teaching in the Reception class is good because the needs of children of different abilities are taken into account and work builds well on what they already know. The children's social and emotional needs are given priority and so they quickly settle into good routines and work well together. All of the classes are well managed so that pupils' behaviour is very good and there is a calm working atmosphere. Relationships are very good and pupils are keen to learn because they are given good opportunities to express their opinions, try out their ideas and work together to solve problems. Teachers mainly have a good knowledge of their subjects and plan interesting activities that motivate pupils to learn. There is a good level of challenge for pupils in Years 3 to 6 that promotes consistently good progress in reading, mathematics and science. In writing, teachers do not sufficiently ensure that pupils check through their work to find mistakes in spelling and punctuation. The basic skills in reading, writing and mathematics are taught satisfactorily in the infants but there are occasions when the work planned for them to work independently does not enable the Year 2 lower attaining pupils, or those with special educational needs, to build upon what they already know and can do. This is because teaching does not make the best use of the assessments of what the pupils already know to match work for them closely and so they sometimes make slower progress. In addition, the teachers' marking does not always help pupils to understand how to improve their work. Teaching is stronger in the junior classes because work is better planned to support the pupils with special educational needs and the lower attainers. Teaching for pupils with English as an additional language is effective.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for Reception and Years 3 to 6, and satisfactory for Years 1 and 2. The curriculum for Reception and the junior pupils better meets the needs of all abilities of pupils.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs in the junior classes are better supported by work that closely meets their needs.
Provision for pupils with English as an additional language	Good. Pupils make good progress because of appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The pupils are given plenty of opportunities to reflect on what is important and contribute to the school. They have a very firm grasp of what is right and wrong because of the school's very good guidance. Their understanding of other cultures is well promoted.
How well the school cares for its pupils	Very good. The school shows very good care and concern for pupils' well-being.

The school supports the pupils' personal development very effectively and so they grow in confidence and self-esteem. They are keen to take part in the good range of activities the school provides outside normal lessons. The school's very strong sense of community is underpinned by careful planning that ensures that pupils' successes, both in and out of school, are recognised and celebrated. There are good systems for checking how well pupils are doing in their work but the information gained is better used in the juniors than in the infants to make sure that all pupils are making good progress. The school has a very good partnership with parents and gives them very good information about the work their children do and what progress children make.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear vision for the school and there is a close focus on raising standards and improving teaching and learning. He is well supported by the subject managers and deputy head.
How well the governors fulfil their responsibilities	Good. The governors provide good support for the school and check how well it is doing. They fulfil all of their responsibilities well and have a clear understanding of the school's priorities for development.
The school's evaluation of its performance	Good. Both areas of weakness have already been identified by the school through its careful checking of what needs to improve.
The strategic use of resources	Good. The school's priorities are well supported through financial planning. The school has earmarked a substantial amount of its carry-forward from last year's budget to partly fund the building of a learning resources centre.

Well-focused planning has brought about good improvement since the school was last inspected. The school knows what it needs to work on next because it checks teaching and learning and pupils' performance rigorously. The subject managers have detailed action plans that are based on their findings. The teachers get good feedback on what is working well and what needs to improve. Staff who are new to the school are well supported. The school has good systems to gather data from assessments and test results to pinpoint pupils who are not making the progress expected. The information gained is not yet used sufficiently effectively to ensure that pupils of all abilities are making consistently good progress.

## 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 are expected to work hard and achieve their best.</li> <li>Children's behaviour is good.</li> <li>The teaching is good and children are helped to become more mature and responsible.</li> <li>The school is well led and managed and parents feel that staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents feel that there are too few activities outside lessons.</li> </ul>

The inspection supports the parents' positive views, although teaching in the infants is satisfactory and should sometimes better promote pupils' progress. The parents' concerns are not supported by the inspection findings. The school provides a good range of activities outside lessons.

## **PART B: COMMENTARY**

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

**Standards in reading, mathematics and science are high by the time pupils leave the school because of the good teaching.**

1. The pupils do very well in reading, mathematics and science in the junior classes because of challenging work and skilful teaching that promotes good progress by all abilities. Teachers have high expectations of what pupils can do in these subjects, and the lessons are interesting and fully involve the pupils so that they are keen to learn. Pupils with special educational needs and lower attaining pupils are well supported by the teaching assistants because they know what to do to help pupils to learn at a good rate.
2. In mathematics lessons, the pupils know what they are going to learn and how to use their prior learning to help them solve problems because of teachers' clear explanations. This was well demonstrated in a Year 6 lesson where pupils had gathered data about pocket money that they converted into fractions and then to percentages, and then devised pie charts to show the results. The teacher's very good, probing questions in the introduction to the lesson sharpened pupils' thinking about what skills they had learned over previous lessons. Pupils were eager to get started and the teacher's praise for their efforts spurred them on and gave pupils of all abilities the confidence to try out their ideas. The teachers give pupils good guidance on how to improve their work when they mark pupils' books and set targets for them to achieve.
3. In a very good, challenging science lesson in Year 4, the teacher helped pupils understand how muscles help the body to move, through the use of carefully planned resources. The key words for the topic were used well by pupils of all abilities in discussion because of the teacher's good prompting to encourage them in using scientific vocabulary. All of the pupils were actively involved in practical activities and in finding out more information from books or from the Internet and CD-ROM and so they maintained a high level of interest throughout the session. Pupils are encouraged to use their initiative and so they are eager to contribute ideas. In a Year 3 science lesson on electrical circuits, for example, a pupil brought in a book that showed how to make a burglar alarm system and was able to work on this with a partner. A teaching assistant gave good support to a group of lower attaining pupils in this lesson as they made a game where a buzzer sounded. The pupils were encouraged to use the correct scientific vocabulary to talk about the problems they encountered and how to solve them.
4. The pupils are very competent readers and have a love of books because of the teachers' enthusiastic approach in lessons. The pupils have plenty of relevant opportunities to use their skills in other subjects. In a history lesson, for example, Year 3 pupils extracted relevant information from a series of fact files about King Henry VIII and his wives in order to decide on the qualities that the king sought in a wife. The pupils' reading of Anne Boleyn's speech before her execution enabled them to understand her feelings about her plight. Teachers set a good example when they read to the pupils and so when pupils read they use good expression that engages the listener's attention and interest. They probe pupils' thinking through good questions about how language is used to create atmosphere and how writers build up suspense or create characters. When Year 6 pupils talk about their preferred authors, they are clear about what it is about the style or content that appeals to them. Pupils are good at picking out sections from the text to exemplify their opinions and support their views.

**The pupils have very good attitudes to school, behave very well and develop confidence because of the school's very good provision for their personal development.**

5. The pupils enjoy school and feel part of a caring community. Right from the time they start in Reception, children are encouraged to use their initiative and infant pupils enjoy acting as special helpers and classroom monitors. Pupils know what is expected of them and stick to the

rules because they understand why these are necessary. In a game of football during one break time, for example, a group of about 30 girls and boys organised the rules and played happily together without any adult intervention. The pupils share their ideas freely, both with each other and adults, because they know that people will listen to them. In the Reception class, for example, children often bring in objects and explain to their classmates why they find them interesting. One child brought in a model of a candle that she had made and explained that, "I know it is the light of the world because I've heard that in assembly." The candle that is used as a focus for pupils in assemblies is made from contributions by every pupil and adult in school and includes the remnants of the previous year's candle. Pupils understand that this candle represents the continuity of the school's community and is a symbol of how people need to work together.

6. The school celebrates pupils' successes both in their work and personal development in school and also in achievements out of school. This makes pupils feel valued and they are proud of the awards they gain in assemblies. Older pupils explained that they enjoy the work because "it gives you a buzz, when you can do the hard work in lessons." Year 6 pupils recalled their experiences on a residential visit where they "learned to work together" in paddling a canoe and realised that teamwork was essential to get going. They appreciated the support given by others when they were "cheered on as we came down the zip wire."
7. The school gives pupils plenty of opportunities to think about important things and to make decisions responsibly. In a session with a local police officer, as part of their work on personal safety and drugs awareness, pupils acted out situations in which they might feel under pressure from others to do things that they knew were wrong and came up with ways of resisting others' influence. When pupils discussed the session later, they explained that this series of lessons was designed to help them "resolve violent or bad feelings when we let stress build up." The very good relationships amongst pupils allowed them to talk freely about their concerns.

**The school is well led and managed; it is good at checking how well it is doing and has identified the right areas to work on next.**

8. The school has a clear management structure for both the teaching staff and the governing body. This means that people know what their responsibilities are and the part they play in taking the school forward. The headteacher gives a good lead in this and his vision for the school is firmly based on raising standards, and improving teaching and learning, as well as supporting pupils' personal development. There is a well-planned and rigorous programme of checking what is working well and what needs to improve, that underpins the school's work.
9. The school's plan for improvement is a detailed document, drawn up after careful analysis of the school's performance and is an effective tool for strategic development. Financial planning is closely tied in to educational priorities. The subject managers for English, mathematics and science check pupils' work and observe lessons to find points for improvement in teaching and learning. The staff have a very good grasp of how to collate and analyse data about performance. The results of tests and assessments are analysed and weaker points are drawn out and incorporated into targets for improvement in teaching and learning. The impact of some of the school's work over the past two years has been lessened because of a high staff turnover but staff who are new to the school know what the school's priorities are and where they should direct their efforts. Nevertheless, the effectiveness of this work has led to better standards by the time pupils leave the school, particularly in reading, mathematics and science. Over the past year, for example, the school has worked on improving pupils' ability to investigate and solve problems in mathematics and science, because it identified these as weaker areas of attainment. The adaptations to teaching have led to pupils' better performance in both subjects.
10. The Quality Assurance Team is central to the school's work for improvement and consists of staff and governors. This team monitors progress towards the school's targets very closely. The team is good at asking the right questions about what is happening and identifying where progress should be better. As a result of this good quality work, the school has identified that

pupils' writing should be better and that lower attaining pupils are not always doing well enough by the end of Year 2. The school has suitable planning in hand to resolve these weaknesses.

**There is a very good partnership with parents as a result of the school's good information and efforts to involve parents in its work.**

11. The parents value what the school provides for their children. A strong partnership is quickly established when children enter the Reception class. Throughout the school, the staff are readily accessible and the school has a welcoming atmosphere. As a result, parents feel that they can easily approach the staff if they have concerns. The school seeks the parents' views through annual questionnaires and takes account of their opinions. An example is seen in the improved organisation of homework.
12. The school provides very good information for parents about what their children will learn over the year, how they can help at home and how well their children are doing. There are termly open evenings and parent and teacher discussions to discuss pupils' progress; these are very well attended. The annual reports that teachers write on pupils' attainment and progress are very full and informative and include targets for improvement. The governors' annual report for parents about the school's work covers all aspects that it should and each section is written by the governor who takes particular responsibility for the area covered. All of these factors help to contribute to the school's effective partnership with parents and ensure that their involvement with the life of the school and their children's learning is good.

**WHAT COULD BE IMPROVED**

**Standards in writing should be higher by the time pupils leave the school.**

13. Although standards in writing have improved, standards should be higher by the time the pupils leave the school. Although an increasing number of pupils are reaching the level expected for their age at seven and eleven years, too few pupils reach the higher level.
14. The school has analysed pupils' performance in writing in detail and used what it has learned to make some adaptations to teaching of spelling and handwriting in the infants. Older pupils, however, have considerable gaps in their learning that include the incorrect spelling of common words. Some pupils do not join their writing or form letters correctly. These basic skills are now better taught in the infant classes and better standards are evident in Year 1 in spelling and handwriting but for many of the older pupils in the juniors, weaknesses remain that mar the overall quality of their work. The teachers have not yet systematically identified all of the gaps in pupils' learning in spelling so that areas of weakness in recognising common spelling patterns can be worked on.
15. The pupils of all ages are keen to write and their ideas are very often interesting and well structured. However, even when prompted to check through their work, many of the older pupils do not recognise their basic mistakes in spelling and punctuation. While some teachers emphasise the need to check through work carefully, this is not well established in all classes. The teachers' marking of pupils' work does not always give good guidance on what needs to improve. In Year 2, the over-use of worksheets does not give pupils sufficient opportunity to practise their skills in writing.

**The work planned for the lower attainers in Year 2 is not always adapted to their needs and so they do not make the best possible progress.**

16. Most of the pupils in Year 2 reach the level expected for their age at seven years, but for too many this attainment is only just within the level expected. The progress made by lower attaining pupils and some of the pupils with special educational needs is not as good as it should be because the work planned is not always closely suited to their needs. Too often these

pupils do the same work as the other pupils in writing and mathematics, for example, and it is sometimes too hard for them. For example, in mathematics, lower attaining Year 2 pupils were asked in a worksheet to use three coins to make 20 pence and they could not do this; on another occasion, pupils had to add two lots of two-digit numbers horizontally and struggled to complete the sum. The pupils repeat mistakes, in writing, particularly in spelling, punctuation and spacing words correctly, for too long before being guided by the teacher to improve.

17. The teacher's assessments of what pupils can already do, and where there are weaknesses in their attainment, are not sufficiently well used to guide the next steps for these pupils. In addition, marking emphasises praise for effort rather than giving pupils clear guidance on how to improve their work and this slows the pupils' progress.

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

In order to further raise standards, the school should now:

### **Improve standards in writing by:**

- ensuring that the pupils in Year 2 have better opportunities to practise and extend their skills in writing in other subjects;
- ensuring that teachers pinpoint older pupils' weaknesses in using common spellings so that they learn these;
- ensuring that the teachers consistently encourage older pupils to check through their work so that they find mistakes in spelling and punctuation;
- ensuring that teachers' marking gives pupils clear guidance on what they need to do to improve their writing.

(Paragraphs 13 – 15)

**Improve the progress made by the lower attaining pupils in Year 2 by ensuring that the assessments of what they have already learned is better used to match work to their needs.**

(Paragraphs 16 – 17)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	5	3	0	0	0
Percentage	0	43	36	21	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 seven 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)	197
Number of full-time pupils known to be eligible for free school meals	12

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	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.5	School data	0
National comparative data	5.4	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	13	13	12
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87 (97)	87 (93)	90 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	13	13	14
	Total	27	28	30
Percentage of pupils at NC level 2 or above	School	90 (97)	93 (100)	100 (90)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	12	14	16
	Total	24	28	30
Percentage of pupils at NC level 4 or above	School	77 (100)	90 (90)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	12	14	16
	Total	25	28	30
Percentage of pupils at NC level 4 or above	School	81 (100)	90 (93)	97 (100)
	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	194	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	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	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)	9
Number of pupils per qualified teacher	22:1
Average class size	29

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

Total number of education support staff	2
Total aggregate hours worked per week	65

***FTE means full-time equivalent***

### ***Financial information***

Financial year	2001/2002
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	£
Total income	485626
Total expenditure	457634
Expenditure per pupil	2159
Balance brought forward from previous year	20559
Balance carried forward to next year	48553

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

Number of teachers who left the school during the last two years	5
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	197
Number of questionnaires returned	53

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	62	33	6	0	0
Behaviour in the school is good.	60	37	0	0	4
My child gets the right amount of work to do at home.	33	52	12	0	4
The teaching is good.	48	44	2	0	6
I am kept well informed about how my child is getting on.	40	46	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	29	2	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	35	52	12	0	2
The school is well led and managed.	63	35	2	0	0
The school is helping my child become mature and responsible.	52	48	0	0	0
The school provides an interesting range of activities outside lessons.	21	48	13	4	13