

INSPECTION REPORT

SNEYD GREEN PRIMARY SCHOOL

Burslem

Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 123988

Headteacher: Mrs R Lee

Reporting inspector: Paul Bamber
15064

Dates of inspection: 3 - 4 March 2003

Inspection number: 248522

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Sneyd Street
Burslem
Stoke-on-Trent

Postcode: ST6 2NS

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Appropriate authority: The governing body

Name of chair of governors: Mr S Buckley

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sneyd Green Community Primary School is in an urban area in the borough of Stoke-on-Trent. There are 396 pupils on roll, including 35 children who attend part-time in the nursery and 59 children in the two reception classes. Pupils are from mixed backgrounds but are predominantly white British. Only one per cent of the pupils uses English as an additional language (well below average). Around 12 per cent of pupils have a special educational need, which is below average, with an average number of pupils having a statement of special educational need. A below average percentage of pupils take a free school meal. Children enter the school with average attainment.

There have been many changes in the leadership of the school in the last eighteen months. There have been four changes of headteacher in that time together with the long term absence and subsequent retirement of the deputy headteacher. Currently, major building works are causing some disruption to learning and the smooth running of the school.

HOW GOOD THE SCHOOL IS

This is an improving school. Currently, Year 6 pupils attain above average standards in mathematics and science. The quality of teaching is good. Pupils' social development is very good. The school is currently well led. The school provides satisfactory value for money.

What the school does well

- Standards in mathematics and science are above average in Year 6.
- The quality of teaching is good overall.
- Pupils' attitudes to school are very good, they behave well and there are very positive relationships.
- The new headteacher is providing purposeful leadership.

What could be improved

- The achievements of more-able pupils in Years 1 and 2.
- The more effective use of the information available about what pupils know and can do, in order to help them make better 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 satisfactorily addressed the key issues identified at the time of the last inspection in January 1998. In the year following that inspection standards fell, but have now risen again in Year 6. Standards in information and communication technology and design and technology have risen throughout the school. The overall quality of teaching has improved. Pupils still behave well and now have very positive attitudes to their lessons. The quality of care remains 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	D	C	C
mathematics	C	C	C	C
science	C	A	A	A

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

The table indicates predominantly average standards being maintained over the last three years in English and mathematics and a good improvement in science. In 2002, as a result of the success of the school's strategy to improve standards in writing, pupils attained above average standards in this aspect of English in the national tests.

The school has set challenging targets for its performance in the 2003, Year 6 national tests and pupils are in line to achieve these. In Year 6, currently, standards observed are above average in mathematics and science and average in English. Standards are lower in English because there is a higher than average proportion of pupils who have difficulties in reading fluently.

In the 2002, Year 2 national tests, pupils' standards were average in writing, but well below average in reading, mathematics and science. Average attainment in Year 2, last year was considerably lower than usual because there was a much higher than average percentage of pupils with significant special educational needs than is the norm. The fact that this group of pupils attained average standards in writing is testament to the school's successful teaching in the subject. Presently in Year 2, standards are in line with the national expectation for age in reading, writing, mathematics and science.

Children enter the nursery with broadly average attainment and make good progress during their time both in the nursery and reception classes. As a result, most are in line to reach expected standards in all their areas of learning by the time they enter Year 1.

In both Year 2 and in Year 6, standards are in line with national expectations in all other subjects of the National Curriculum and in religious education.

Most pupils in Year 1 to 6 achieve satisfactorily, including those with special educational needs. However, the more-able pupils in Years 1 and 2 do not always achieve as well as they should as a result of not being set difficult enough work or a sufficiently wide range of tasks.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good and a significant strength of the school. Pupils are very keen to learn and respond extremely positively to the opportunities the school provides.
Behaviour, in and out of classrooms	Good. Most pupils, particularly the older ones, behave sensibly in class which makes a significant contribution to both their own and others' learning. Considering the small size of the area for play, pupils behave well in the playground.
Personal development and relationships	Very good. Because pupils and adults get on so well together, the atmosphere in most lessons and around the school is very positive. Pupils enjoy taking responsibility. Older pupils look after the younger ones sensitively and all pupils are open and friendly.
Attendance	Satisfactory overall. Attendance rates are broadly in line with the national average. There are, however, some pupils who are regularly late for school.

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 and learning are good. In the best lessons, teachers make clear to pupils what they are expected to learn, set work which engages all of them, use resources creatively and ensure that pupils are aware of their present standards and what they need to do to improve. In less successful lessons, teachers spend too long introducing work, do not set difficult enough work for the more-able pupils and limit the range of tasks pupils are required to carry out.

Overall, teachers promote pupils' literacy and numeracy skills satisfactorily across the curriculum. Writing is well-developed in many subjects, such as history, geography and religious education.

The quality of teaching in the nursery and reception classes is good and as a result, children in these classes achieve well. Pupils with special educational needs are supported satisfactorily making similar progress to their peers.

Where teaching is good or better, pupils learn well. They apply their knowledge and skills well in a range of subjects, work independently without fuss and have a good knowledge of their own standards. Where teaching is less exacting, more-able pupils do not always learn as well as they should.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced. While the range of out-of-class clubs is limited at present, the good range of visits and visitors, enrich pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Recent improvements in the teaching programmes for these pupils and in the support they receive, means that previous weaknesses in provision have now been addressed.
Provision for pupils with English as an additional language	Satisfactory. Although no pupil is presently in the early stages of acquiring English, the school has appropriate procedures in place to support any pupils who may need the extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social development is very good, their moral development good and their spiritual and cultural development are satisfactory.
How well the school cares for its pupils	Good. Arrangements for child protection and first aid are very secure and pupils are well looked after.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The newly appointed headteacher provides purposeful leadership and a clear vision for the school's development. Other managers have made key contributions to improving standards and provision in writing, science and special educational needs.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a satisfactory knowledge of the school's strengths and weaknesses and many are actively involved in its work.
The school's evaluation of its performance	Currently this is a weakness. The analysis of test data, the tracking of pupils' progress and the arrangements for managing the school's performance are presently underdeveloped.
The strategic use of resources	There are satisfactory procedures for monitoring spending and for financial planning. Funds made available for staff training are well used.

The playground is too small to accommodate all the children safely and is quite barren, providing little stimulation for younger pupils. The governors apply the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Their children are well taught and expected to work hard. • Pupils are encouraged to become mature and responsible. • Feeling comfortable about approaching the school with their concerns. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The information they receive about how their child is getting on. • The closeness with which the school works with them. • The range of out-of-class activities.

Inspectors agree with the positive views of the parents. Teachers consistently set homework in accordance with the school's policy. The school provides as many opportunities for parents to discuss their children's progress and a similar quality of information about how they are getting on, as most schools do. Some parents of pupils with special educational needs were rightly concerned about the closeness with which the school worked with them. Evidence from the inspection indicates that the situation has greatly improved. The school works much more closely with parents to ensure that pupils' needs are identified much earlier and addressed more effectively than in the past. The range of out-of-class activities is presently less than normally provided by the school because of the restrictions on accommodation caused by building works.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in mathematics and science are above average in Year 6

1. Pupils in Year 6 presently attain above average standards in mathematics and science because they are well taught and work hard to improve their attainment. In mathematics, the school's arrangements for grouping pupils by ability and the good response of pupils in attending the extra classes provided in the subject have contributed to a rise in standards compared with that of the previous three years.
2. In mathematics, the evidence gained from pupils' books and from their work in lessons, shows that many have a good understanding of place value, which enables them to accurately multiply and divide decimals. Most calculate percentages accurately, convert fractions to decimals and identify their equivalent percentage. Many pupils plot co-ordinates, in all four quadrants, translate figures on a graph and are comfortable working with negative numbers. The more-able mathematicians use a protractor to measure angles accurately to the nearest degree. They calculate missing angles in a triangle, using their knowledge of the properties of different triangles.
3. Many pupils apply their mathematical knowledge well when compiling charts or drawing graphs in subjects such as science and geography. They also interpret data from tables and graphs well.
4. Over the last two years, pupils in Year 6 have reached well above average standards in the national tests in science. They continue to attain above average standards. Many have a good knowledge of the structure of and the process of reproduction in plants and the habitats of different species. Most pupils know the difference between 'good' and 'bad' bacteria and the causes of some diseases. Many pupils have a good understanding of the water cycle and food chains. Most know that the results of their investigations need to be reliable and how to set up a test that will produce such results. Many understand that materials have different properties and accurately identify which are most suitable for specific purposes, for instance, for absorption or resistance. Most pupils have a good understanding of how scientific principles are applied, for instance electricity in the home.

The quality of teaching is good overall.

5. Of the lessons observed one in five was very good, a half good, one in four satisfactory and only one lesson was unsatisfactory. The quality of teaching in the nursery and reception classes was consistently good or better. It was satisfactory overall, in Years 1 and 2, and good overall in Years 3 to 6. Teaching in Year 6 was consistently good or better.
6. In the best lessons, for example, in a very good Year 6 art and design lesson, the teacher had high expectations of the quality of pupils' work and their commitment to learning, used her good subject knowledge to help explain techniques and concepts clearly and through her very positive manner, encouraged pupils to try their hardest to overcome difficulties.
7. A very positive feature of the good teaching was the good management of pupils' behaviour and the good relationships existing between adults and pupils, which

resulted in positive and purposeful lessons. For instance, in a good science lesson in Year 4, pupils behaved impeccably and were very motivated to find different habitats, as they walked around the school grounds. However, when teachers did not exert such good control, the quality of pupils' learning suffered because there was too much noise or silly behaviour which went unchecked.

8. In Years 5 and 6 particularly, good teaching is characterised by fast pace and no time wasted. As a result, pupils are motivated to learn and produce a good volume of work.
9. Teaching in the nursery and reception is good, resulting in children achieving well. The work set is well focused on the desirable learning outcomes and members of the teaching and non-teaching staff work effectively together to ensure that the children learn through a good range of real experiences in a secure and stimulating environment. Most children enter the nursery with broadly average abilities in all areas of learning. The children quickly learn the classroom routines and begin to make sensible choices about what they want to do. They are taught to take part in group activities, to listen to the teachers and to take turns when necessary. All activities are well prepared, challenging and enjoyable. Members of staff in the nursery and reception plan closely together and work successfully towards the early learning goals in the six areas of learning, ensuring a smooth transition into Key Stage 1 of the National Curriculum.

Pupils' attitudes to school are very good, they behave well and there are very positive relationships.

10. A significant factor contributing to the standards pupils attain is their very good attitude to their lessons. In most lessons, pupils are motivated to learn and have a thirst for knowledge. This is particularly the case with the older pupils because they are expected to achieve high standards and are set work that both interests and challenges them. Most pupils eagerly participate in question and answer sessions. They listen attentively to everybody's responses, learning well from each other. In a Year 6, literacy lesson for example, pupils discussed the differences between formal and informal invitations. Drawing on their own and their teacher's experiences, they rapidly came to understand in what circumstances formality and informality were appropriate and the language required to write in both styles. Analysis of pupils' books shows that the more-able pupils often go beyond the teacher's brief in response to written tasks. Most pupils behave sensibly in lessons, which contributes well to the quality of learning for all. During lessons, pupils work quietly, get on with tasks independently and do not need to be constantly supervised. They are polite and respect the right of other pupils to learn and to be heard. This was well illustrated in lessons in the reception classes where children took turns to respond to questions, to act out characters in the class farm or to use resources.
11. The warm relationships established between adults and pupils, and between pupils, makes a good contribution to the positive atmosphere in most lessons. For instance, in a citizenship lesson in Year 4, a pupil explained to the rest of the class about her achievements in an activity in which she excelled outside school. She did this without embarrassment or awkwardness, because the rest of her classmates listened attentively, asked sensible questions and demonstrated respect for the achievements. Their spontaneous applause was a further demonstration of very positive relationships. Teachers actively encourage pupils to relate well to each other, emphasising the right of all to be respected and listened to, whatever their background or values.

The new headteacher is providing purposeful leadership.

12. Since the last inspection, the school has gone through a period of change and difficulty. As a result, until September 2002, aspects of the school's governance, of the provision for children in the nursery and for those with special educational needs were unsatisfactory. Additionally, staff morale was low and little was done to track pupils' progress or to ensure that teachers' performance was rigorously evaluated. In September 2002, an acting headteacher successfully began a process of change to rectify these weaknesses.
13. The new permanent headteacher, who was appointed in January 2003, has moved quickly to carry on implementing much needed change and to draw up a very clear action plan for further improvements. As a result, staff feel valued and have a clear understanding of what they have to do to improve their own performances and that of the pupils. Governors are knowledgeable about the school's strengths and weaknesses and of how to compare the school's performance with that of other schools. They have well organised committees with clear terms of reference and influence the direction of the school, both by their involvement in setting priorities in the school's improvement plan and in financial planning.
14. In the short time that the new headteacher has been in post, she has observed lessons taught by all but three of the staff, given them detailed feedback about their strengths and weaknesses and suggested areas for development. As a result, teachers have changed the way they teach aspects of their lessons, their use of resources and adjusted their plans for lessons. This in turn has resulted in better quality learning for pupils in their classes.
15. Time has been made available for the recently appointed co-ordinator for special educational needs to make urgently required improvements to the provision for pupils with learning difficulties. As a result, pupils now have teaching programmes that meet their specific needs, class teachers and learning support assistants are involved in their provision and the school's procedures now fully meet the new Code of Practice. Because of this, pupils with special educational needs make at least satisfactory progress.
16. Under the new headteacher there is a positive climate in which staff and governors are valued and expected to make meaningful and positive contributions to improving standards and the school's provision.

The school requested the inspection team to report on the effectiveness of its development of pupils' writing.

17. As a result of the successful strategies for improving the quality of pupils' writing throughout the school, standards have risen.
18. Teachers have actively sought training and advice in how to improve their own practice and have been well supported, by the joint literacy co-ordinators, in implementing new strategies designed to help pupils write more fluently and for a wider range of purposes. Consequently, in Year 2, over the last three years, more pupils than is the average, have attained above average standards in national tests. Last year in the Year 6 national tests, pupils' standards in writing were above average.

19. Pupils' work in Year 6 shows that they write well for many different purposes. Most review books they read, inferring plot from the synopses on the books' covers. Many aptly apply their knowledge of the most appropriate style to use when recording their findings in science, when taking notes in geography or in writing letters of apology for their absence from school.
20. Many older pupils use punctuation correctly, including speech marks and paragraph their work appropriately. The most-able Year 6 pupils write clear, complex sentences. In Year 2, pupils are taught to set out their work consistently, to include, for example, the title and the date. Many write interesting stories, reports of visits they make and imaginative poems. The more-able, Year 2 pupils write with a legible joined script. They link sentences to form a logical sequence of events, for example, in their accounts of the life of Florence Nightingale.

WHAT COULD BE IMPROVED.

The achievements of the more-able pupils in Years 1 and 2.

21. The percentage of pupils attaining the expected standards in the Year 2 national tests has been broadly average, in each of the last four years. However, the percentage reaching higher levels has been below the national average and this indicates underachievement amongst the more-able pupils.
22. Observations of teaching in Years 1 and 2 showed that in some lessons, the more-able pupils spent too long listening to teachers' explanations of what they already knew. In addition, in some lessons, teachers tend to set work which is too easy for the more-able pupils and this limits their progress. In practical lessons, for example, in a Year 2 science lesson about seeds, the more-able pupils were limited in achieving one of the lesson objectives, to make predictions, because of the way in which the lesson was organised. The teacher gave pupils too much information initially, which restricted their subsequent investigations to simply making observations, rather than finding out about the different structures of the seeds contained within a variety of fruits.
23. When the present Year 2 pupils entered the reception class, assessments were made about their attainment and as a result of these assessments, predictions about the scores they were likely to attain when they took the Year 2 national tests, were made. Analysis of the most recent forecasts teachers have made, show that they expect many of these pupils to not perform as well as originally predicted. This also indicates that the expectations of what pupils, especially the more-able, should achieve are too low.
24. In writing, where teachers' expectations are consistently high and all pupils are given a much wider range of tasks, pupils attain better standards. Consequently, the last four years, a higher than average proportion of pupils, in Year 2, have reached above average standards in the national tests in writing.

Improve the use of the information gained from analysing test results and test data.

25. The school has made improvements, since the last inspection, to the procedures it has for assessment. However, with several changes in the leadership of the school, these procedures have yet to be applied rigorously to help improve standards.
26. The school assesses pupils when they enter and leave the reception classes. The information gained from these assessments is insufficiently used to set targets for the children and to predict what they might achieve by the end of their time in Year 2.
27. There are good procedures in place for evaluating pupils' standards in literacy, numeracy and science in Years 3 to 6. The information is used to group pupils by ability for literacy and numeracy lessons. In many classes, this means that work is well matched to the needs of all pupils. However, as the information obtained from tests is not presented in a way that is easy to interpret, teachers do not always make the best use of it to help pupils overcome weaknesses. The school does not make use of its information technology systems to make recording and retrieving information more readily available to teachers.
28. The school has made some progress in setting targets for pupils. These are set twice times a year and discussed with parents, in order that they might support their children in making progress towards them. However, these targets are not regularly enough referred to in lessons and as a result, some pupils lose sight of them and make insufficient progress. This weakness is compounded by the fact that pupils are rarely involved in evaluating their own work and checking the progress they are making.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards even further the headteacher, governors and staff should:

1. Ensure that the more-able pupils in Years 1 and 2 consistently achieve well.
(Paragraphs number 5, 21-24)
2. Improve the use of information gained from analysing test results and from assessing pupils' work to ensure they make better progress.
(Paragraphs number 25-28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	12	6	1	0	0
Percentage	0	21	50	25	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 four 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)	27	369
Number of full-time pupils known to be eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		43

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	75
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	32	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	24	26
	Girls	19	23	21
	Total	40	47	47
Percentage of pupils at NC level 2 or above	School	73 (81)	85 (81)	85 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	19
	Girls	22	22	18
	Total	45	47	37
Percentage of pupils at NC level 2 or above	School	82 (83)	85 (98)	67 (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	27	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	27
	Girls	32	26	34
	Total	56	48	61
Percentage of pupils at NC level 4 or above	School	90 (75)	77 (77)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	24
	Girls	31	29	28
	Total	53	50	52
Percentage of pupils at NC level 4 or above	School	85 (75)	81 (77)	100 (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	341	0	0
White – Irish	0	0	0
White – any other White background	0	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	3	0	0
Asian or Asian British - Pakistani	1	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	3	0	0
Black or Black British – any other Black background	10	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)	16
Number of pupils per qualified teacher	27
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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
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	£
Total income	777,930
Total expenditure	788,259
Expenditure per pupil	1,946
Balance brought forward from previous year	8,600
Balance carried forward to next year	-1,729

Results of the survey of parents and carers

Questionnaire return rate 41 per cent

Number of questionnaires sent out	433
Number of questionnaires returned	177

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	2	1
My child is making good progress in school.	43	52	2	1	2
Behaviour in the school is good.	42	47	5	2	5
My child gets the right amount of work to do at home.	31	46	17	4	2
The teaching is good.	50	44	4	1	1
I am kept well informed about how my child is getting on.	25	52	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	2	1
The school expects my child to work hard and achieve his or her best.	55	39	3	1	2
The school works closely with parents.	21	59	17	2	1
The school is well led and managed.	24	55	7	3	11
The school is helping my child become mature and responsible.	36	56	3	2	3
The school provides an interesting range of activities outside lessons.	21	37	26	5	11