

INSPECTION REPORT

CLARE HOUSE PRIMARY SCHOOL

Beckenham

LEA area: Bromley

Unique reference number: 101638

Headteacher: Dr Beverly Feather

Reporting inspector: Ms G Tomes
25366

Dates of inspection: 7th-9th March 2000

Inspection number: 181629

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Oakwood Avenue Beckenham Kent
Postcode:	BR3 6PJ
Telephone number:	0181 6584633
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Julie Fox
Date of previous inspection:	30 th January-3 rd February 1995

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is about average size with 217 pupils between the age of 4-11. The majority of pupils live in the local residential area and in general their social and economic circumstances are more favourable than average. A below average proportion of pupils is known to be eligible for free school meals. About 5 per cent of pupils speak English as an additional language and a variety of cultures are represented within the school. There are 47 pupils on the school's register for special educational needs, which is just above the national picture. Attainment of the four-year-olds when they start school is above average.

HOW GOOD THE SCHOOL IS

This is a good school, popular with both parents and pupils. There is a clear sense of community and by the time pupils leave school their attainment in English and mathematics is well above average. A high proportion of teaching is good and the school is well led and managed. Pupils are very well looked after, their attainment is well tracked and monitored and opportunities for extending their social development are very good. There is room for improvement in some teaching, in areas of the curriculum and in aspects of school management. The school is aware of this and has plans for improvement. The school provides good value for money.

What the school does well

- By the age of eleven pupils' results in English and mathematics are well above the national average.
- Overall teaching is good with just under a third of lessons observed very good.
- Pupils enjoy coming to school and get on with their work enthusiastically. The family atmosphere encourages everyone to adhere to the simple school rule "take care".
- The school looks after pupils very well and has good systems to track both personal and academic progress.
- Pupils are encouraged to confront difficult issues openly and frankly and consequently develop a strong sense of social and moral responsibility.
- The school promotes a very effective partnership with parents and these good relationships contribute to pupils' good progress.
- The headteacher and deputy headteacher work very effectively as a team, with strong commitment to raising standards throughout the school. The governors are very well informed and give strong and helpful support.

What could be improved

- Monitoring procedures to improve the consistency of teaching.
- The planning, organisation and teaching for science in order to raise standards.
- The length of the school day at Key Stage 2 and the duration of some lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1995, there have been considerable changes in senior staff and teachers. The school has made good progress and developments have enabled the school to maintain high overall standards. Good systems of assessment and target setting and the introduction of the literacy and numeracy strategies promote a seamless transition in pupils' learning from Year 2 to Year 3. Additional resources and training has been well targeted to improve the quality of the curriculum and of teaching. The role of the curriculum co-ordinator has been developed to increase levels of responsibility and

effectiveness. A sound programme of monitoring for teaching and learning, although limited in its scope, has been introduced. The classroom areas are much improved for older pupils and the courtyard has been developed to provide a much needed play area for children under the age of five. Registers are called efficiently at the start of each morning and afternoon session. School development planning is now linked more closely with expenditure and appropriate targets have been identified for future school improvement. The school is well placed to continue to improve further in the areas of teaching and learning, management and in the standards pupils achieve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A	A
mathematics	A	A	A	A
science	B	A	C	E

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

Most pupils in the current reception class exceed what is normally expected for their age in language and literacy and in numeracy. Their social skills are good. The school is successful in supporting and encouraging pupils' learning and by the age of seven, standards are well above average in reading, writing and mathematics. By the age of eleven standards in English and mathematics are well above average. Standards in science are average but below those attained by pupils at similar schools. The work pupils were doing in mathematics and science during the inspection was at about the same level as the 1999 test results. Currently, standards in English, although above average are lower than previous test results, due to inconsistency in some teaching, insufficiently challenging work for higher attaining pupils and lack of appropriate support for lower attainers in some classes. The school has set appropriate targets for improved standards in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Throughout the school pupils are very keen to learn and acquire new knowledge. They respond with enthusiasm to all lessons.
Behaviour, in and out of classrooms	Very good. Pupils show respect and regard for each other and towards all adults. They interact amicably and behave very well at all times.
Personal development and relationships	Relationships throughout the school are very good. Pupils work together co-operatively and willingly take on responsibility.
Attendance	Attendance and punctuality are good and pupils enjoy coming to school.

There is a relaxed but purposeful atmosphere within the school, free from any oppressive behaviour. All staff encourage pupils to confront prejudice and discuss difficult issues openly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching overall is good. Over half the lessons seen were at least good with nearly a third judged to be very good. Of the remainder, all but 2 lessons were satisfactory. The quality of teaching was consistently good or very good for the under fives and in Year 6. In these lessons, teachers had a good knowledge of the curriculum and used opportunities well for developing pupils' learning. On the occasions when teaching was less effective teachers' expectations for both higher attaining and lower attaining pupils were pitched incorrectly. Too little written work was expected and tasks were left unfinished. The teaching of English and mathematics is good across the school. The literacy and numeracy strategies are giving pupils access to a wider range of activities and resources, which extend pupils' knowledge and skills effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and offers a wide range of experiences and learning opportunities for pupils. Although appropriate time is allocated for subjects, some lessons are too long and the overall teaching time each week at Key Stage 2, is less than the recommended time for pupils of this age. The quality and range of learning opportunities for the under fives is good.
Provision for pupils with special educational needs	There are clear individual education plans and a focused range of activities for pupils with special educational needs, which enable them to make sound progress.
Provision for pupils with English as an additional language	Pupils are well supported and make similar rates of progress as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The 'Clare House Family' promotes the moral and social development of pupils very effectively. Moral and social responsibility is interwoven in all school activities. There are good opportunities for cultural development through the arts and when exploring a range of world festivals. There is satisfactory provision for pupils' spiritual development.
How well the school cares for its pupils	The welfare arrangements are very good. Sensitive and reassuring support systems enable pupils to talk openly about their interests and problems. Their academic progress is effectively recorded and reported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a good clear vision and some innovative ideas of how to move the school forward. There is very effective teamwork between the headteacher and deputy headteacher to support and implement new developments. The quality of curriculum management is inconsistent and strategies to monitor standards in subjects and the quality of teaching and learning do not have a sufficiently structured approach.
How well the governors fulfil their responsibilities	The governing body gives very strong support, monitors standards within the school rigorously and fulfils all responsibilities most effectively. They have an informed view of the school's strengths and weaknesses and set challenging targets for the headteacher.
The school's evaluation of its performance	The school makes effective use of assessment information to track pupils' progress. Analysis of national performance data enables the school to target areas for development, such as science. Evaluation of monitoring and the impact of actions taken to bring about improvements, are not thorough enough.
The strategic use of resources	Staff are well deployed and good use is made of all resources and of the accommodation. The school gives good value for money and is applying the principles of best value in decision making.

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 • Pupils make good progress and their behaviour is good. • Teaching is good and the school maintains high expectations. • The school is well led and managed and parents feel comfortable approaching the school with questions or problems. • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • Some parents think there is too much homework for the reception class. • A few parents do not consider they are kept well informed about their child's progress. • A small minority of parents do not consider that the school works closely enough with parents.

Inspectors endorse parents' exceptionally positive comments. Parents' views about homework are mixed. The amount of homework expected from the youngest pupils is appropriate to encourage them to read regularly and begin to establish independent work routines. The school offers suitable flexibility for the completion and return of homework, by prior arrangement, which is helpful. Teachers meet with parents twice during the school year to discuss pupils' progress. In addition, parents receive two written reports. They also have the opportunity to arrange meetings with teachers as the need arises. These are good arrangements and encourage an effective partnership between the school and home. A small minority of respondents to the questionnaire tend to disagree that the school works closely with parents. Several good initiatives, such as termly newsletters from teachers and the headteacher, questionnaire surveys and curriculum evenings encourage parents to share their views, become involved and find out

more. The school is keen to involve parents as much as possible and is open to further suggestions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of eleven, national curriculum test results in English and mathematics are well above the national average and well above results at similar schools.

1. The school concentrates effectively on basic English skills using the National Literacy Strategy to ensure that fundamental stages of reading and writing are securely learned. Weaker areas are identified and appropriate action taken to improve attainment. The school is aware that pupils find spelling difficult and this is being addressed through homework activities and a structured approach to learning new vocabulary. Additional support from trained classroom assistants is helping pupils learn new words in context and to correctly identify common spelling patterns. In all lessons, teachers emphasise new and subject specific vocabulary and this is improving pupils' spelling skills. These strategies complement the drive to improve pupils' writing skills and the overall presentation of their work.
2. Speaking and listening skills are very good and these are promoted throughout the school day by teachers' positive interactions with pupils, their sensitive questions, and the provision of good opportunities to promote discussion. Pupils talk about their work comfortably and confidently in groups, to the class and to the wider school audience. Most quickly absorb new vocabulary and incorporate it fluently when explaining their work. Year 2 pupils use terms such as 'glossary' and 'compound words' and in Year 6, pupils describe 'personification', 'connective' and 'metaphor' accurately.
3. Pupils read well and the majority are fluent and experienced readers by the time they leave school. Most understand the main features of information texts and older pupils use a variety of non-fiction to support work in other subjects, such as history. Throughout the school, pupils produce a good range of writing from newspaper reports, diaries and factual accounts, to lively and imaginative six page stories. Pupils in Year 4 explained the particular characteristics of fables and by Year 6, pupils' written evaluations of a web-site were astute and perceptive.
4. Good focus on mental arithmetic and agility with number is giving pupils confidence in their mathematical work. Pupils are encouraged to use a range of strategies to work out answers efficiently and with good understanding. In the reception class, children confidently explained how the numbers on a washing line had been changed; Year 2 pupils competently gave examples of number bonds to twenty and pupils in Year 6 ordered and used decimals and fractions accurately. Pupils' understanding is consolidated well through a good selection of substantial mathematical tasks, and their skills extended progressively through increasingly complex problem solving activities.

Overall teaching is good with just under a third of lessons observed being very good.

5. Throughout the school, teachers give high priority to teaching the basic skills, which help pupils become independent in their own learning. Teachers' good knowledge of the literacy and numeracy strategies contributes effectively to the high standards pupils attain. Pupils are praised for successes and constructively criticised to help them improve, which motivates them to learn.
6. The teacher's very good, challenging questioning in the Reception class promoted a stimulating and exciting learning environment. All the children's contributions were valued as they were sensitively prompted to explain their reasoning. The teacher took advantage of opportunities to clarify misunderstanding and promote learning through 'why', 'what' and 'how' questions and through the

provision of very well prepared resources. Learning was not left to chance and other adults were deployed effectively to support the teacher's plans.

7. A particular strength at Key Stage 1 is the way teachers develop good foundations for later learning. For example, in a very effective lesson, pupils were taught a range of strategies, which laid the foundations for them to work out mathematical problems. In another lesson pupils were introduced to the correct technical vocabulary during an explanation about poetry. This helped most pupils to quickly develop a deeper understanding of 'rhyme', 'syllables' and 'structure'. Good lessons started in a stimulating manner by reminding pupils about their previous work before moving on to new activities. In an effective Year 2 science lesson, pupils revised their earlier work about food groups and their understanding was extended meaningfully when they then created graphs to identify their own favourite foods.
8. In a very good Year 6 lesson, very high expectations coupled with good subject expertise generated pupils' interest, enthusiasm and empathy for the work of the war poets. Pupils made very good gains in their learning as they unpacked the 'layers of meaning' in the challenging poetry. During the lesson the teacher also took the opportunity to bring together other aspects of literacy, for example, by modelling and reinforcing effective note-taking and revising terms such as alliteration and interpretation. In a Year 3 lesson, effective grouping arrangements and the teacher's very thorough preparation ensured the lesson progressed smoothly and pupils made good progress improving their first drafts of fables.

Pupils enjoy coming to school and get on with their work enthusiastically. The family atmosphere encourages everyone to adhere to the simple school rule of 'take care'. Pupils are encouraged to confront difficult issues openly and frankly and consequently develop a strong sense of social and moral responsibility.

9. In almost all lessons pupils are very attentive, they are keen to answer questions and raise interesting points of their own. There is an eagerness to improve and to acquire new skills. This is, in part, due to the good system of target setting, which enables pupils and their parents to have a clear indication of how to achieve better standards of work. Pupils mix well and work co-operatively in groups. During additional support for literacy, pupils shared the text helpfully and supported each other with spelling. Pupils sustain attention during lessons, even when the introduction or the activity goes on for too long.
10. Pupils eat their lunch sensibly and chat amicably, making the dining hall a pleasant meeting place for pupils and visitors and a calm environment for supervisors. Older pupils organise dance and games clubs for younger pupils and the mutual respect and co-operation shown during these sessions is outstanding. Teachers provide effective role models. Pupils are expected to behave well and look after each other. Parents have a high regard for the family atmosphere, which gives a strong sense of belonging that is promoted throughout the school.
11. Moral and social responsibility is interwoven in all school activities. During collective worship and structured discussion sessions, such as 'circle time', pupils discussed aspects of racism and reflected sensitively on the moral and social implications and issues. All cultures and all religions are given equal credence when for example, festivals and celebrations are discussed. Pupils talk frankly, knowing their opinions are valued, and this contributes very effectively to the supportive environment for learning. Older pupils initiate several charity fundraising events and the vast majority participate enthusiastically in all functions organised by the school.

The school looks after pupils very well and has good systems to track both personal and academic progress.

12. The welfare arrangements are very good. Sensitive and reassuring support systems enable pupils to talk openly about their interests and problems. Teachers know pupils and their families well. The school has realistic and achievable targets in place to promote pupils' academic progress. These are based on a good range of information from various national and internal tests. Assessment results are analysed effectively to identify strengths and weaknesses and this information is used with purpose, to improve planning and target school resources.

The headteacher and deputy headteacher work very effectively as a team, with strong commitment to raising standards throughout the school. The governors are very well informed and give strong and helpful support. This creates an ethos of high expectation, which, along with the family atmosphere, is valued by parents.

13. The headteacher has a good clear vision and some innovative ideas of how to move the school forward and this gives a very positive sense of purpose to the life of the school. There is very effective teamwork between the headteacher and deputy headteacher in identifying strengths and weaknesses and generating strategies to implement and support new developments. Although many are new to the school, all staff work closely as an effective team and morale is high. The governing body gives very strong support, monitoring standards within the school impressively. They have an informed view of the school's strengths and weaknesses and they set challenging targets for the headteacher.
14. The school makes effective use of assessment information to track pupils' performance. Thorough analysis of national performance data has prompted appropriate direct action and the provision of resources. For example, in the targeting of subjects such as science and pupils' writing for improvement. The school also has a good system of target setting to track pupils' progress. Parents and carers give very positive feedback about their relationship with the school and feel confident that the school has high expectations of pupils and promotes high standards. Many parents help regularly in classrooms or on trips and the majority of parents support their child with homework activities. This contributes significantly to pupils' progress. A strong and enthusiastic parents association raises considerable sums of money to support curriculum initiatives, again contributing to the quality of education on offer.
15. The school listens to parents' opinions and advice and incorporates good ideas into school policy. Parents value the early morning and homework clubs and the rich and varied selection of after school activities, educational day trips and residential visits. The headteacher caters for pupils' sense of adventure by regularly organising 'sleep-overs'. These are keenly anticipated by pupils and particularly enjoyed by parents. Opportunities for instrumental music tuition further extend pupils skills and talents.

WHAT COULD BE IMPROVED

Monitoring procedures to improve the consistency of teaching

16. The headteacher analyses test results and makes effective use of this information. For example, the school has realised that pupils' high reading scores are the reason for high English test scores and has effectively focused attention on raising writing standards across the school. The headteacher and deputy headteacher have monitored the quality of teaching and learning and given some appropriate and helpful feedback to staff. However, weaknesses in teaching which are common to a few classes, have not been addressed sufficiently. For example, suitably challenging work for higher and lower attainers is not routinely identified in teachers' lesson plans and in lessons. In

several classes, teachers expect too little written work from pupils and across the school, pupils' books are generally untidy.

17. This highlights gaps in the school's current approach to monitoring, which lacks a structured programme to outline the purpose of the monitoring activity, the intended time slots and evaluation of the evidence collected. Within such a structure, more precise improvements can be identified and tackled. There is insufficient contribution from other members of staff and this leads to co-ordinators varying in their effectiveness. Some do not have a sufficiently accurate picture about standards in all classes, where teaching strategies may need to be reassessed or where new staff need additional support. The recent very focused monitoring for science has clearly and effectively identified key aspects of teaching that need to improve in order to raise standards.

The planning, organisation and teaching for science, in order to raise standards

18. By the age of eleven, pupils achieve average standards for science. Compared to similar schools, standards are well below average. A much lower proportion of pupils attain the higher level 5 than is found in other similar schools. Pupils throughout the school do not reach standards commensurate with their attainment in English and mathematics and achievement is unsatisfactory.
19. The school has already identified the need to raise standards in science and the plan of action is suitable. The scheme of work is being revised and training has been planned. The school is aware that pupils in Key Stage 2 have insufficient opportunities for planning and carrying out investigations. From the work samples seen during the inspection, pupils' work had clearly improved over the previous few months. The recently introduced planning sheets have given more structure to science lessons and focused pupils' attention on the need to draw conclusions and identify what they have learnt. These are not yet consistently used by all pupils, but where they are, the standard of work is better.
20. Test results have been carefully analysed. The school has identified that pupils have difficulty interpreting and using data and they have insufficient knowledge and understanding of scientific vocabulary. Teachers have begun to tackle this. For example, a good Year 6 lesson taught and reinforced these aspects effectively and during the plenary most pupils were confidently using terms such as 'data' and 'optimum' and moving data between charts and graphs. Where, however, the lesson is insufficiently structured, pupils learning is less thorough. In another lesson, younger pupils drew block graphs accurately but were not expected to interrogate the data and draw conclusions from their findings. This highlights the inconsistencies in teaching, which exist partly as a result of unclear and unchallenging learning objectives for each lesson.

The length of the school day and the duration of lessons

21. The allocated curriculum time at Key Stage 2 is lower than most schools and below what is recommended for pupils of this age. Some lessons are unnecessarily long. A few teachers have unrealistic expectations of pupils' concentration skills, especially when lesson introductions last between 30-40 minutes. One lesson at Key Stage 1 lasted for 75 minutes with the introduction lasting over 40 minutes. The content of the lesson could have been covered in significantly less time with no detriment to the quality of learning. Most lessons routinely fill the amount of time available rather than being based on a consideration of the lesson content and how pupils will gain most from the lesson. An overly long start to lessons gives an imbalance to the time allocated for recording work or for moving on to additional tasks. Several pupils become restless from sitting still for too long and sometimes become distracted. The majority however sit patiently and listen to their teacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

22. Devise a more structured and focused programme for monitoring the quality of teaching, to improve the consistency throughout the school.
23. Raise standards in science to the levels achieved in English and mathematics by:
 - Fully implementing the revised curriculum, emphasising knowledge and understanding, particularly vocabulary and interpreting information
 - Continuing to use the information from the analysis of test results to inform lesson planning
 - Providing appropriate training to improve teachers' subject knowledge
24. Increase teaching time, excluding registration, assembly etc., to 23.5hrs in Key Stage 2 and ensure the 21.25hrs in Key Stage 1 is taught hours of lessons. Review the length of lessons to ensure they are not too long.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	29	29	12		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	217
Number of full-time pupils eligible for free school meals	11
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	47
English as an additional language	No of pupils
Number of pupils with English as an additional language	11
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of KS1 for the latest reporting year		Year	Boys	Girls	Total
		1999	15	17	32
<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	13	12	14	
	Girls	16	16	16	
	Total	29	28	30	
Percentage of pupils at NC level 2 or above	School	91 (97)	88 (100)	94 (100)	
	National	82 (80)	83 (81)	87 (84)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	13	13	15	
	Girls	16	16	16	
	Total	29	29	31	
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (88)	97 (100)	
	National	82 (81)	86 (85)	87 (86)	

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of KS2 for the latest reporting year		Year	Boys	Girls	Total
		1999	19	13	32
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	18	17	16	
	Girls	13	13	12	
	Total	31	30	28	
Percentage of pupils at NC level 4 or above	School	97 (100)	94 (81)	88 (95)	
	National	70 (65)	69 (59)	78 (69)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	18	17	17	
	Girls	13	13	13	
	Total	31	30	30	
Percentage of pupils at NC level 4 or above	School	97 (100)	94 (90)	94 (100)	
	National	68 (65)	69 (65)	75 (72)	

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	
Chinese	1
White	172
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.3
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	31

Exclusions in the last school year

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

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

Financial information

Financial year	1998/9
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	£
Total income	412127
Total expenditure	403382
Expenditure per pupil	1842
Balance brought forward from previous year	18543
Balance carried forward to next year	27288

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	2	0	0
My child is making good progress in school.	40	51	6	2	1
Behaviour in the school is good.	53	44	2	0	0
My child gets the right amount of work to do at home.	24	58	13	3	2
The teaching is good.	50	43	3	0	4
I am kept well informed about how my child is getting on.	27	51	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	61	34	2	3	1
The school expects my child to work hard and achieve his or her best.	60	34	6	0	1
The school works closely with parents.	47	39	11	3	0
The school is well led and managed.	54	38	5	2	1
The school is helping my child become mature and responsible.	56	31	7	2	4
The school provides an interesting range of activities outside lessons.	59	34	3	2	3

Other issues raised by parents:

Parents particularly like the early morning club and find it helpful for their work routines. A few parents commented on the cramped conditions in the open plan building. Parents new to the school found the induction arrangements for the reception class enabled their child to settle into school quickly and smoothly at the start of term.