

INSPECTION REPORT

IRLAM ENDOWED PRIMARY SCHOOL

Irlam, Manchester

LEA area: Salford

Unique reference number: 105939

Headteacher: Mrs C M Thomas

Reporting inspector: Mr R Holmes
2632

Dates of inspection: 19 June – 21 June 2000

Inspection number: 182005

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: Voluntary controlled

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Chapel Road
Irlam
Manchester

Postcode: M44 6EE

Telephone number: 0161 775 2911

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Terry Handsley

Date of previous inspection: 13/10/1994

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
Standards are high in both key stages and are continuing to rise	
Leadership is excellent	
Teaching is very good and pupils respond very positively	
Pupils have very good attitudes to the school and behave very well	
The curriculum is lively and meets pupils' needs well	
Parents like what the school is doing	
WHAT COULD BE IMPROVED	13
Provision in the nursery is not as good as in the rest of the school	
The building programme has caused the school difficulties	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Irlam Endowed Primary School is an average sized primary, taking pupils between the ages of three and eleven. There are currently 248 pupils on roll, with 26 attending full time in the nursery. Almost all the pupils are white and only two have English as an additional language. Forty-one pupils are on the school's register for special educational needs, which is about average for the size of the school. Nine of these have statements, which is a higher proportion than usual, reflecting the school's special unit for children who need extra support with their language. Pupils coming into the school at three years of age have the wide range of attainment that is typical for that age, and the base line tests they take on entry show them to be a little below the LEA average.

HOW GOOD THE SCHOOL IS

Irlam Endowed is a very good school. Pupils' results are well above average in the tests at the end of Year 6. Teaching is very good; pupils respond very positively and make substantial progress. Leadership is excellent, everyone has a clear understanding of what the school stands for, morale is very high, and the school is continuing to move forward. It provides very good value for money.

What the school does well

- Standards are high in both key stages and are continuing to rise.
- Leadership is excellent.
- Teaching is very good and pupils respond very positively.
- Pupils have very good attitudes to the school and behave very well.
- The curriculum is lively and meets pupils' needs well.
- Parents value what the school is doing.

What could be improved

- Provision in the nursery is not as good as in the rest of the school.
- The building programme has caused the school difficulties.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since its last inspection in 1994. The six key issues for action have all been tackled and many are now strengths of the school. The school has also been very self-critical during this period, identifying mathematics and standards at Key Stage 1 as needing improvement. These have also been addressed very successfully and are now much better than in most schools.

Staff have a very positive attitude to development and respond very well to the headteacher's leadership. The school is very well placed to keep moving forwards.

STANDARDS

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

Performance in:	compared with				Key	
	all schools			similar schools		
	1997	1998	1999	1999		
English	n/a	A	A	A*	well above average	A
mathematics	n/a	C	B	A	above average	B
science	n/a	A	B	A	average	C
					below average	D
					well below average	E

Pupils are achieving very well in all three core subjects and are often doing significantly better than their earlier performances would predict. Attainment has risen in all three subjects, but most dramatically in mathematics, following the school's early and imaginative introduction of the numeracy strategy. In English, pupils' performance is in the top five per cent of schools, with a similar number of pupils entitled to free school meals. Pupils' performance in the tests for seven year olds has not been as good as at age eleven in the past, but this year there has been a marked improvement in test results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like the school and want to do well.
Behaviour, in and out of classrooms	Behaviour is very good in all classrooms and around the school. Pupils with statements for their behavioural difficulties are managed particularly well and are often helped by other pupils.
Personal development and relationships	Relationships with teaching and support staff are excellent. Pupils are confident and responsible as a result of the way they are treated in the school.
Attendance	Attendance is good. Pupils try not to miss school and there are good systems to monitor absences.

Pupils have very positive attitudes to school. They work very well in lessons, concentrate hard and take a pride in their achievements. They support each other well in groups, taking turns and listening to everyone's point of view.

TEACHING AND LEARNING

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

Over half of the lessons were very good or excellent, and most of the rest were good. This is a much stronger picture than in most schools. Teaching is regularly very good in English, mathematics and science, where it benefits from the detailed planning and the shared developments that have taken place in the school.

Teachers make the lessons lively, interesting and demanding. The pupils respond very well, they give thoughtful answers, raise questions of their own, and know what they have to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and well balanced. There is an emphasis on literacy and numeracy, but pupils also receive the full range of other subjects, with some imaginative links between them to strengthen their understanding. A good range of visits and visitors to school strengthens the curriculum.
Provision for pupils with special educational needs	Good provision in classes and in the special unit with language resource pupil well integrated and supported in to the mainstream classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is very good and contributes strongly to the high quality of pupils' behaviour and the way they work together.
How well the school cares for its pupils	The school takes very good care of its pupils. They are kept safe and secure and each individual is well known to staff. Their progress is monitored very closely and realistic targets are set for their progress. This has a strong influence on the way they achieve.

The curriculum is strengthened by a good range of extra activities. The school's care for its pupils is particularly well planned, and supports their personal development and academic progress very successfully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership is excellent and she is very well supported by the deputy and other managers. All co-ordinators manage their areas well, but there is no co-ordinator for the early years.
How well the governors fulfil their responsibilities	Governors are well informed and committed to the school. They carry out all their statutory duties.
The school's evaluation of its performance	The school monitors its work very rigorously. Information is used to establish very clear action plans and the process has led to extensive improvements and the high standards being achieved.
The strategic use of resources	Staff are deployed very carefully and funding is very closely matched to developments identified through monitoring. Accommodation is used effectively, but the recent building programme has caused the school problems.

The high quality of leadership has resulted in powerful procedures for measuring the school's performance and moving it forward. Staff are confident in their abilities, determined to improve even further, and willing to accept a heavy workload to do so.

Decisions are made through consultation; staff all feel fully involved and the results of spending are monitored carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is approachable. • Pupils are expected to work hard. • School is well led and managed. • Teaching is good. • Children like school. • Pupils make good progress. • They are well informed. • School helps children become mature. • Behaviour is good. 	<ul style="list-style-type: none"> • Nursery has not had a permanent teacher this year.

Inspectors agree with the parents' strongly positive views of the school. The nursery provision is satisfactory, but is not as good as the rest of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high in both key stages and are continuing to rise

1. Pupils' results in the assessments at the end of Year 6, when most of them are eleven years old, have been well above average in English and science for the past few years.
2. Results in mathematics were only average until last year. The school recognised that they were lagging behind and made special efforts to bring them up. As a result, assessments in mathematics were above average last year and well above when compared with similar schools.
3. Results in all three core subjects have risen markedly over the last three years, and most significantly in mathematics. Pupils' attainment in English in 1999 was particularly high, in the top five per cent of similar schools nationally.
4. Results for younger pupils have not been as good until this year. In the assessments at the end of Year 2, in 1999, when most of them were seven years old, attainment was below average in reading and writing and well below average in mathematics, compared with similar schools. This had been the picture for the previous three years and the school results had been falling, whilst national averages were rising. Recognising the problem, the school has greatly enhanced the quality of provision for Key Stage 1. This has led to a very significant improvement in attainment. In the assessment in 2000, only 1 pupil failed to reach the expected level 2 in mathematics and over a third of them reached the higher level 3. Results in reading and writing were nearly as good, although only a few pupils reached the higher level in writing. National comparisons are not yet available for these tests, but it is very likely that they are well above average.
5. Pupils' attainment in lessons at both key stages reflects these results, although the standards shown in the current Year 6 class are not quite as high as the results achieved last year reflecting the variation normally found between different group of pupils. They express themselves clearly in speech and writing, and adapt the way they say things according to their audience. In mathematics, they manipulate numbers confidently and accurately and make use of their understanding to solve problems. In science, they have a good grasp of appropriate facts and understand the importance of investigations and using evidence.
6. Other subjects were not inspected in detail on this short inspection, but the evidence points to at least satisfactory standards or better across the board. In particular, pupils meet the full range of experience in information technology, handle computers confidently and realise the advantages and limitations of electronic information systems. Art work is lively and imaginative and pupils show a good understanding of history and geography in their written work.
7. A feature of pupils' attainment is the quality of their understanding in all subjects. The style of teaching they receive encourages them to think about their work and to explore new ideas by talking about them. They are confident in raising their own questions and exploring new ideas.

Leadership is excellent

8. The headteacher provides excellent leadership and management for the school and is very well supported by the deputy headteacher and by others in management positions. She has a very clear view of the school's current position, based on carefully organised monitoring, and makes very effective use of the information to plan future developments. Her leadership results in all staff in the school feeling fully involved and committed to the wellbeing of the children. Morale is very high and there is a particularly strong belief in development.

9. Systematic reviews of a subject area are carried out during the autumn and spring term each year. The headteacher, deputy and subject co-ordinator collect evidence rigorously on standards, provision and resources in each class. The co-ordinator then summarises the findings in a report and action plan for the subject. Additional funding is made available to carry the plan through and progress is measured carefully.

10. The individual performance of pupils is assessed and monitored very carefully. Targets are agreed for each pupil, through discussion between the pupil and class teacher, which set out clearly and simply what they need to do to improve. The targets are known to everyone so that, for example, a support teacher was able to remind a group of infants what they should concentrate on during a writing task.

11. Staff development is very well planned and linked to school priorities and teachers' personal development. Staff at all levels are encouraged to prepare themselves for promotion through the skills they develop and the work they undertake in the school. Roles such as co-ordinators are clearly understood and key staff have time each week when they are released from teaching for management and monitoring duties. The school employs extra staffing for this to happen.

Teaching is very good and pupils respond very positively

12. Teaching is very good overall. There were no unsatisfactory lessons, and at Key Stages 1 and 2, over a half were excellent or very good, and the rest were good. Lessons are well planned, with clear objectives for what the pupils will learn, and these are shared with the pupils. The content of the lessons is chosen carefully to match the pupils' stage of development. Lessons are lively and stimulating, and pupils respond with interest, concentrating well and paying close attention to the teacher. They expect lessons to be interesting and readily accept the expectation that they will work hard.

13. Teachers know their pupils well and have well established routines so that no time is wasted on routine organisation. Pupils know what to expect and this is reinforced by the consistency of approach that teachers have to numeracy and literacy. Good use is made of targets for development in each classroom; pupils are often reminded of what they should be aiming to achieve at the start of a lesson and then asked if they have succeeded at the end.

14. Questioning is used very effectively in all classes, to make sure that pupils understand the work and to encourage them to think more deeply about what is being covered. Teachers encourage the pupils to express themselves fully in their answers and

this supports their language development, as well as their understanding in the different subjects.

15. Pupils' work is marked carefully and teachers often discuss with pupils what they need to do to improve. Some teachers add very helpful written comments, for example saying how written drafts could be improved, but others give few written comments and this is one of the very few areas of inconsistency in teaching.

16. Direct teaching in literacy and numeracy is particularly effective. Teachers know their subjects well and transmit enthusiasm to the pupils. Lessons are very well structured and there are very good relationships between pupils and the teacher. Pupils' efforts are always valued and incorrect responses to questions are dealt with sensitively so that pupils' confidence is strengthened. As a result, pupils play an active part in lessons, raising questions of their own and answering points that other pupils have raised. Teachers are skilful and confident enough to manage these situations, so that the lesson stays on track and pupils' independence is boosted.

17. Support staff are used very effectively. Teachers plan their involvement carefully and they know the pupils well so that they can adapt work very effectively to individual needs.

Pupils have very good attitudes to the school and behave very well

18. Pupils are keen to come to school. They know that lessons will be lively and interesting, and that they will be treated well. In lessons, they concentrate hard and keep up a good rate of work. This was particularly noticeable during the inspection when pupils stuck to their tasks despite the sweltering heat in the classrooms. From the early stages, pupils develop their independence, getting out equipment and tidying away afterwards. They work very well together in groups and by Key Stage 2 they are discussing complex ideas, such as the solution to mathematical problems and organising who will do which part of an activity.

19. Behaviour is very good throughout the school. In the last inspection, there were some problems at Key Stage 1, linked to unsatisfactory teaching. This is no longer the case. Pupils know what is expected of them and this is reinforced by the consistent approach taken by all adults and the clear role models they provide. The practice of assigning an individual lunchtime supervisor to each class strengthens the sense of security pupils feel in the school and helps to establish a unity to the whole school day for the pupils.

20. Relationships throughout the school are very good. Pupils get on well together. Play on the field is often boisterous, but good natured, and pupils are not petulant when they receive the odd knock and those who want to be quiet are left in peace. In lessons, pupils help each other when they can, for example showing how to run a program on the computer. Taking the lead from the teachers, they are very understanding of incorrect answers and older pupils particularly look for how the error was made rather than find fault with attempt. Pupils with special educational needs are treated very well by other pupils and this helps them to make progress.

The curriculum is lively and meets pupils' needs well

21. The school's curriculum is broad and has maintained sufficient emphasis on other subjects to balance the considerable emphasis placed on literacy and numeracy. Planning

for all subjects is good, but in literacy and numeracy it is particularly strong and rigorous. Subject documentation provides clear guidance to ensure that all aspects are covered progressively and that the content and methodology of lessons are lively and stimulating.

22. Curriculum provision is monitored rigorously by senior management and by subject co-ordinators. Information from this monitoring is used in conjunction with the assessment of pupils' progress to measure how effective it is being. This process and the open way it is being carried out has had a very positive effect in showing good practice, leading to the high quality of teaching in the school and the standards being achieved.

23. The curriculum also contains an appropriate personal, social and health education, partly taught through other subjects, such as sex education in science, and partly through separate lessons. There are often strong links with pupils' spiritual, moral, social and cultural development. Pupils' very good behaviour is supported by their understanding of fairness and the difference between right and wrong; this aspect of moral education is taught directly and also reinforced in many other subjects and by the approach of all adults throughout the school. Similarly, pupils' social development is taught very effectively and supported by the opportunities pupils have to work collaboratively in lessons and tackle problems together.

24. Pupils' learning is made more meaningful by establishing links between subjects when they are appropriate, for example using the controversy over developments in the local High Street to illuminate issues in geography, as well as providing a vehicle for written and oral work in English. Subjects are also enlivened by well planned educational visits and by experts coming into school. There is a wide range of extra activities for the pupils to follow and many take the opportunity to extend their experience in this way.

Parents like what the school is doing

25. Parents at the meeting, and through their replies to the questionnaires, expressed a great deal of confidence in the work of the school. They particularly appreciated the commitment of the staff and the quality of the headteacher's leadership, citing as example the way the school bounced back after the serious fire in 1997, with staff ensuring that lessons could continue after only a few days' break.

26. Parents are involved in their children's work and support the work of the school in helping them to read when they are in the earlier years and encouraging them to enjoy books as they get older. There is a homework diary system so that parents know what the children are expected to do each night. Most parents are satisfied with the amount of work that is set and find it helps their children make progress.

27. The Parents' Association is active and raises significant funds to support the school. Functions are well attended by parents and school staff.

28. Parents find the school approachable, responsive to ideas and keen to solve any problems that arise. A small number of parents come into the school as volunteers, but not as many as in other primary schools.

WHAT COULD BE IMPROVED

Provision in the nursery is not as good as in the rest of the school

29. Children make sound progress during their time in the nursery and reach the expected levels in most areas of learning, but this is not as good as in the rest of school, and the provision is not as vibrant as it is everywhere else in the school.

30. Children come into the nursery with the broad range of attainment normal for their age. They make good progress in their personal and social development, learning quickly to take turns and share with each other. Their physical development is sound overall, they learn to manipulate tasks such as scissors correctly, but their climbing, jumping and balancing skills are hampered because of lack of equipment.

31. During the inspection, children were benefiting from sound teaching in their development at the early stages of literacy and numeracy. Good teaching was helping them gain confidence in using information technology (IT) and they responded well to skilfully judged intervention when they were acting out the story of Billy Goats Gruff.

32. Planning for the children's learning is not as clear or as detailed as other classes and sometimes specifies the activity the children will carry out rather than what they will learn. Children are assessed, but this information is not used sufficiently in establishing the plans, for example a lesson on measuring was pitched at too high a level for the particular children who were still struggling with counting.

33. Organisation in the nursery is very effective in helping the children feel secure, but the arrangement of resources does not create a lively space to encourage the pupils to learn and there is little to stimulate them in early writing tasks or in familiarity with number.

34. Much of these problems arise from the absence of a full-time nursery specialist. Children have been taught throughout the year by temporary teachers and the nursery has not been properly set up to meet the needs of the children and the requirements of the early years curriculum. The introduction of the foundation stage of learning provides a good opportunity to establish overall co-ordination for nursery and reception and to develop the nursery provision so that children's experience in nursery is as positive as in the rest of the school. The school has already reorganised this issue and it is part of the development plan.

The building programme has caused the school difficulties

35. The work of the school was disrupted by a serious fire in 1997 and by the building programme that followed. In both cases, the school staff have worked very hard to overcome the difficulties that arose, for example ensuring that classes were relocated into the High School within days of the fire and they were well supported by the local authority in this. However, many of the problems that arose from the building programme were unnecessary and are reported here so that they may be avoided in the future.

36. There was too little effective consultation with the school at the design stage so that the architects did not gather what the school wanted and the school was not clear what was being offered.

37. Funds available for the programme were reduced and so saving had to be made. The school was not consulted over the priority of the cuts. Features it does not value were left in and others that it valued were taken out.

38. The new building has many shortcomings. The hall lacks storage space so that equipment has to be left out, it is noisy from the adjoining kitchen, poorly ventilated and

lacks privacy due to the glazed emergency exits which are also vulnerable to vandalism. Classrooms are also poorly ventilated, lack natural light and are very noisy when it rains.

39. The school also faced problems while the buildings were being erected. Lines of communication were not clear and so there was poor liaison between the contractor and the school. The site was not kept secure and this led to problems with vandalism. Problems with sub-contractors led to work being left unfinished or poorly executed, such as laying turf on the area around the new buildings.

40. Overall, the school has coped well, but the effort has diverted governors' and managers' energy and burdened the budget with some £8,000 extra expenditure for essential fixtures and fittings.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41. In order to improve the high quality of education even further, staff and governors should:

- improve the provision in the nursery so that it matches the high standards elsewhere in the school by:
 - strengthening planning so that it emphasises children's development and recognises what they already know;
 - developing a more stimulating environment that encourages children's early developments in literacy and numeracy;
 - reviewing the current level of resourcing and improving it as necessary.

The development may well be supported by appointing a suitably qualified and experienced co-ordinator for the foundation stage.

42. In addition to the key issue, staff and governors should consider the following less important point:

- ensure that the lessons learnt from the last building programme are used when the school has further extension work.

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	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	42	42	8	0	0	0

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

	Nursery	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	222
Number of full-time pupils eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs

	Nursery	R – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	1	42

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	.6
National comparative data	.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 Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	10	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	13
	Girls	7	6	6
	Total	22	23	19
Percentage of pupils at NC level 2 or above	School	52 [70]	74 [80]	62 [65]
	National	82 [80]	80 [81]	86 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	12	15
	Girls	7	5	6
	Total	24	17	21
Percentage of pupils at NC level 2 or above	School	78 [78]	55 [55]	68 [68]
	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 Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	13	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	19
	Girls	13	13	13
	Total	32	34	32
Percentage of pupils at NC level 4 or above	School	86 [84]	92 [56]	86 [75]
	National	70 [65]	69 [58]	80 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	21
	Girls	13	12	13
	Total	33	32	34
Percentage of pupils at NC level 4 or above	School	89 [84]	86 [66]	92 [84]
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	1
Chinese	
White	193
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y[R] – Y[6]

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.2
Average class size	27.8

Education support staff: Y[R] – Y[6]

Total number of education support staff	8
Total aggregate hours worked per week	187

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23.6

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12.4
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	407,997
Total expenditure	433,568
Expenditure per pupil	1,681
Balance brought forward from previous year	50,539
Balance carried forward to next year	24,968

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	247
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	24	5	2	0
My child is making good progress in school.	63	35	2	0	0
Behaviour in the school is good.	54	44	2	0	0
My child gets the right amount of work to do at home.	47	43	7	2	1
The teaching is good.	71	28	1	0	0
I am kept well informed about how my child is getting on.	58	36	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	63	28	8	0	1
The school is well led and managed.	72	27	1	0	0
The school is helping my child become mature and responsible.	65	33	2	0	0
The school provides an interesting range of activities outside lessons.	53	33	12	0	2