

## INSPECTION REPORT

### **LANDSCORE PRIMARY SCHOOL**

Crediton

LEA area: Devon

Unique reference number: 113117

Headteacher: Mrs J Postance

Reporting inspector: Mr A Clark  
21596

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> April 2000

Inspection number: 182696

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Threshers Crediton Devon
Postcode:	EX17 3JH
Telephone number:	01363 772018
Fax number:	01363 777732
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Smith
Date of previous inspection:	5 <sup>th</sup> June 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr A Clark	Registered inspector
Mr P Widdowson	Lay inspector
Mr C Farthing	Team inspector
Mrs K Hurt	Team inspector

The inspection contractor was:

**SCHOOLhaus Ltd**  
Riverbank  
Station Road  
Ollerton Village  
Newark  
Notts  
NG22 9BN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-9</b>
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	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10-12</b>
Pupils reach high standards by the time they leave school	
The pupils are eager to learn and behave well	
Provision for personal development is very good	
Literacy and numeracy are well taught and the quality of teaching in Year 6 is very high	
The headteacher and senior management provided very good leadership	
The governors take effective initiatives to ensure the school gives best value for money	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
Standards in writing in Key Stage 1 are not as high as they could be and teachers do not expect enough written work from pupils	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14-17</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Landscape is a larger than average Primary School in the town of Crediton, near Exeter. There are 356 pupils on roll aged from 4 to 11. Children's attainment on entry to the school is above levels expected for their age. Approximately 10 per cent of pupils are entitled to a free school meal which is below the average. The percentage of pupils with special educational needs (33 per cent) is above the national average this year. The percentage of pupils with a statement of special educational needs is about average. Over half the teaching staff have changed during the last two years for promotion to other schools.

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

The school is very effective overall. Standards are well above the national average by the time the pupils transfer to secondary education and have improved substantially since the last inspection. Pupils' personal development is very good and they are provided with a rich and exciting curriculum. Teaching is good overall and very good in Year 6. Standards of writing in Key Stage 1 are not as high as they could be. The school is very well led and managed and gives very good value for money.

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

- Pupils reach high standards by the end of their time in school.
- The pupils are eager to learn and behave very well. Provision for personal development is very good.
- Literacy and numeracy are well taught and the quality of teaching in Year 6 is very high.
- The headteacher and senior management provide very good leadership. The governors take effective initiatives to ensure the school gives best value for money.

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

- Standards in writing in Key Stage 1 are not as high as they could be and teachers do not expect enough written work from pupils.

*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 taken very effective action since the last inspection in 1995 and the improvement has been very good. By the time they leave school at the end of Year 6, pupils attain very high standards in English, mathematics and science. The school's rate of improvement in national tests over the past three years has been above that of most schools. More able pupils are particularly well challenged and by the age of 7 and 11 the proportion of pupils achieving higher levels is well above the average in all subjects. However, standards of writing by the age of 7 are not as high as in other subjects. This is recognised by the school and initiatives involving the local education authority and other institutions have had some impact on standards. The headteacher and governors have built on the strengths identified at the last inspection to create a strategic approach to school improvement based on very good planning procedures and efficient monitoring. The structure for curriculum management is clearly focused and no longer puts an undue burden on individuals. The work of co-ordinators in English, mathematics and science makes a significant contribution to standards in the subjects. Assessment procedures are detailed and informative. The school makes effective use of a detailed analysis of national data to measure achievements and set targets. The school is very well placed to continue to improve.

## 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	A	A*	B	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A	A*	A*	A*	

Since the last inspection standards have risen in English, mathematics and science much faster than they have nationally and are well above average. There has been a year on year improvement with slight variation in last years' English results in 1999. Standards have also been well above the standards of similar schools. The present pupils in Year 6 are also attaining very highly. The percentage of pupils reaching the higher level five is well above the national average in all three subjects, indicating that the brightest pupils are suitably challenged. In fact, several pupils have been entered for level 6; the expected level for 14 year olds. The A\* grade indicates that the school's test results were amongst the top five per cent in the country. In Key Stage 1, overall standards are generally above the national average except in writing which has risen from below national average in 1996 to the national average in 1999. Achievement is not as high in this key stage as too many opportunities to extend pupils' writing ability are missed. However, the proportion of pupils achieving the higher levels is above the national average in reading, writing and mathematics

The pupils attain very high standards in religious education and music and standards are good in information technology and art. Pupils with special educational needs make good progress throughout the school. The children under five and those in Key Stage 1 make sound progress over time. Progress is good in Key Stage 2 and this reflects the substantial amount of good teaching and the high expectations of the teachers in this key stage.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils are very enthusiastic and hard working. They are very involved in all subjects.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. There is a friendly and calm working atmosphere.
Personal development and relationships	These are very good. Pupils are very involved in decision making and respect each other's feelings.
Attendance	This is good. There are very few unauthorised absences.

The school is a reflective and challenging community. Good relationships and an appreciation of each other's achievements provide a secure base for good learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	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.*

In all the lessons observed the quality of teaching was satisfactory or better. In over 75 per cent teaching was good or very good. It was consistently good in Key Stage 2 and very good for Year 6. The teaching of literacy and numeracy is good overall. Teaching of pupils with special educational needs and the more able is at least good. Lessons are well planned with a clear focus on basic skills. However, in Key Stage 1 teachers do not take every opportunity to develop pupils' writing skills and to encourage them to write at length. Children under five make a very secure start to their learning. The very good teaching in Year 6 is very fast paced and challenges pupils to think and respond quickly. There are more inexperienced teachers in reception and Key Stage 1 than Key Stage 2, reflecting the large number of staff promoted to senior posts in other schools.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good. There is a focus on basic skills and a rich contribution from art, religious education and music.
Provision for pupils with special educational needs	This is very good. Pupils are supported well in class and through additional tuition. The school identifies pupils' needs at an early stage and manages their progress very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects are very good. The spiritual ethos is apparent in all the school's work and encourages pupils' delight in learning. Moral and social teaching is very effective and there is a wide range of cultural opportunities.
How well the school cares for its pupils	This is very good. Teachers know pupils well and set realistic, yet challenging targets for individual's personal and academic achievement.

The curriculum is broad and balanced. Pupils' lives are enriched by many opportunities to perform in local concerts, inter-school sporting events and residential visits. Talented pupils are encouraged to tackle academic work to a high standard and to participate in team games and musical events at a local and county level. Procedures for promoting pupils' health and safety are very good. The school works very effectively with parents and receives good support.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff have a good understanding of the strengths of the school and lead initiatives for improvement.
How well the governors fulfil their responsibilities	Very good. They manage the school in a professional manner and are well informed.
The school's evaluation of its performance	The school uses a wide range of available data to improve standards and set targets for improvement.
The strategic use of resources	The talents of individual teachers are put to very good use in many subjects through specialist teaching. All initiatives are resourced well with a keen eye to achieving the best possible value.

The headteacher gives a strong lead in the drive towards school improvement and this is reflected in the ethos of the school. Analytical and highly motivated key staff support her well. The governors are business like in their decisions and very knowledgeable. In all areas of their work they evaluate achievements effectively and strive for best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school's high expectations.</li> <li>• The standards achieved.</li> <li>• The high standards in music, art and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework is sometimes too demanding.</li> <li>• The school does not work closely enough with parents.</li> <li>• There is not a wide enough range of extra-curricular opportunities.</li> </ul>

The vast majority of parents fully support the school. The inspection findings endorse parents' positive views. Homework is demanding, but is well planned and makes a good contribution to pupils' learning. The school encourages parents' to participate in both the daily events of the school and through their particular skills. The information provided for parents is of a very high standard. There is a good range of extra-curricular activities involving music, art, information technology and sport.

## **PART B: COMMENTARY**

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

#### **Pupils reach high standards by the time they leave school.**

1. Children enter the school with achievement that is above that typical for their age and leave the school with very high standards. Pupils of all abilities make good progress, particularly in Key Stage 2.
2. By the time pupils are 11 they are very effective readers and writers. Many pupils have a good grasp of lively strategies to add interest to their reading; for example when enjoying the story of Tom's Midnight Garden. Pupils have well developed comprehension skills and give a clear and full explanation of the story line. They speak with confidence and articulation and respond well to the many opportunities to do so. The majority of pupils write in well organised paragraphs and use imaginative language. The more able pupils use subordinate clauses in their sentences to good effect in newspaper reports. The less able pupils also use exciting and expressive language in their writing and one pupil effectively used the description 'a tangled heap sprawled on the floor'. Spelling is very good, but handwriting is more variable and pupils do not make consistent use of pens. The vast majority of pupils in Year 6 are working at or above the expected level 4 in English with almost 40 per cent at the higher levels.
3. Standards in mathematics are high and are set to be higher in the current Year. Almost half the year group are working at level 5. They are extremely well challenged in lessons, particularly in Year 6. Their response to quick fire questions on a wide range of number related problems is very impressive, both for the speed and accuracy of their response. They are very sure in their understanding of a wide mathematics vocabulary and quickly calculate combinations of 'product', 'factors', multiples' and 'inverse'. They have a very good grasp of decimals and use a range of strategies to mentally calculate  $6.2 \times 2.4$  in their mental work. A strength of the pupils' attainment is the management of problem-solving techniques and the ability to explain their thinking clearly and rationally. Standards are high in most aspects of the subject. The teachers' understanding and use of methods based on the numeracy strategy are a significant contributory factor in raising standards.
4. Pupils' achievements in science have been very high over the last three years. In lessons in Year 5, pupils are well on their way to maintaining such standards with a strong focus on investigation and experimentation. Pupils have a good understanding of the properties of different materials and how they can separate them. They devise their own experiments to mix and then separate a range of materials. Teachers' planning is effective and many pupils produce detailed diagrams. They show keen interest and work in a logical and ordered way. These pupils understand processes of filtration, evaporation and condensation and use the correct vocabulary. A strength of their work is in the quality of the evaluations they make and a sound understanding of scientific principles and their awareness of safe practice.
5. Pupils' achievement in music is very good. The standards of singing, composition and appreciation of music are high. Year 5 and 6 pupils create their own songs from interesting word patterns and build them into multi-layered compositions sung in three or more parts. The singing is tuneful, accurately pitched and sung with feeling and understanding. Pupils attain good standards in information technology using a good range of word processing skills in their written work and producing graphs of increasing complexity from their own data. Pupils transport pictures and text across different programmes to good effect.
6. In all subjects teachers make regular and accurate assessments to evaluate pupils' achievement and to ensure work is matched closely to pupils' needs. This is particularly

effective with pupils who have special educational needs. For example, the outcomes of a pupil's attainment in a science lesson are discussed in detail with support staff to plan for the next part of the programme of work.

**The pupils are eager to learn and behave very well. Provision for personal development is very good.**

7. Pupils of all ages show exemplary behaviour both in lessons and around school. They are very polite to each other, to their teachers and to other adults. Pupils are very attentive in assemblies and take part with enthusiasm. All staff have high expectations for pupils' behaviour and the school's behaviour policy is very effective. Through the School Council pupils have a real opportunity to be involved in setting and monitoring the code of behaviour and this contributes to its success.
8. The pupils are very enthusiastic about their work and keen to learn. In the reception class the children are eager to show their understanding of how plants grow and to name the parts of a tree. By Year 6 the pupils get a thrill out of increasing the class score in a mental mathematics game. They are eager to share their thoughts with visiting adults and enjoy adult company. Pupils are eager to come to school and attendance is above average with no unauthorised absence.
9. Pupils show confidence in their work due to the school's very good provision for their personal development. There is a strong sense of spirituality which is reflected in many subjects, particularly art, music, religious education and science. The acts of collective worship actively encourage pupils to explore their beliefs and be aware of the spiritual significance of symbols such as light. The pupils have a good understanding of right and wrong and pupils discuss their actions positively with teachers and support staff. This is particularly effective with pupils who have a statement of special educational needs for behavioural difficulties.
10. There are many opportunities for pupils to develop their social skills. The school has many visitors and there is regular contact with adults. During the inspection the mathematics co-ordinator, who is a leading teacher for mathematics, took a demonstration lesson for other teachers. The pupils in her class responded well to opportunities to discuss their work with other adults. The old swimming pool is to be altered to become a playground and all pupils are working with an artist in residence to create murals for the wall. Older pupils develop their social skills through residential visits and many team activities and sporting events. Strong emphasis is placed on pupils' cultural experiences. In Year 5 they explore the art and beliefs of Africa and explain the significance of the colours in African pictures. The quality of music is very high and pupils perform at local events. Personal development is closely monitored and reported well to parents.

**Literacy and numeracy are well taught and the quality of teaching in Year 6 is very high.**

11. The strategies for teaching literacy and numeracy are well developed and carefully monitored. The co-ordinators, both Year 6 teachers, set an extremely good example through their own teaching.
12. All teachers have a clear focus on the development of literacy skills and make good use of the national strategies for teaching this subject. However, in Key Stage 1 the teachers have not placed sufficient importance on developing pupils' extended writing skills through all subjects. Planning for literacy lessons is effective and teachers make it clear to pupils what they are expected to learn. The teachers' own reading often enlivens lessons and leads to lively discussion and debate for all ages. Teachers have a very clear understanding of the levels at which pupils are working and the path to the next stage.

13. In numeracy lessons there is a good understanding of the need for pupils to discuss their mathematical thinking and to use a range of strategies. In Year 2, pupils explain how they recognise missing numbers when they are counting on in 10s, 50s or 100s. The pace of teaching in numeracy hours is frequently brisk and challenging. Tasks are timed and there is an element of competition against the clock to encourage quicker thinking. Teachers make clear to pupils what they are expected to learn and they measure their achievement at the end of the lesson. Teachers make accurate assessments of achievement in lessons and use that to plan for the future. Very good use is made of 'Pupils' progress books' to set individual targets for future learning.
14. Teachers make good use of learning resources and displays in teaching and they are of very good quality. However, there is very little pupils' written work on display in Year 2.
15. In Year 6, the teaching of literacy and numeracy is particularly good. The depth of understanding and enthusiasm of the teachers challenges the pupils and this has a positive impact on achievement. The teachers are very at ease with extending pupils' knowledge through effective discussion and they use the available time extremely well. Expectations of pupils are very high.

**The headteacher and senior management provided very good leadership. The governors take effective initiatives to ensure the school gives best value for money.**

16. The headteacher leads the school with clarity and enthusiasm. She has a very good knowledge of the teaching staff and the strengths and weaknesses of the school. This is based upon effective monitoring procedures and good communications. The deputy headteacher and key staff ably support her. Since the last inspection systems of monitoring and evaluating progress have been significantly improved, particularly for literacy and numeracy. Teaching is closely monitored and this has a positive impact on standards. Procedures to allow co-ordinators time and opportunity to monitor standards are very good. Teachers show a high level of professional commitment. Standards of data is carefully analysed and used in action planning. The procedures for monitoring standards are systematic and planned effectively. However, the focus has been on individual subjects and lessons and has not yet looked at progress in basic skills across all subjects which is a weakness for writing at Key Stage 1. The school plans to develop this in the next phase of monitoring. The headteacher takes a keen interest in the professional development of her staff and teachers are regularly promoted to deputy headship and headship from the school.
17. The governing body is very effective and actively involved in developing the curriculum. There is an excellent system that allows governors to work closely with subject co-ordinators to question and support progress. Committees and meetings are managed efficiently and productively. The chair and vice-chair have a very good understanding of issues facing the school and make sound decisions on all the evidence available. They consistently seek the good value in all activities. For example, they have opted out of several local authority services because they obtain better value elsewhere. Suitable procedures are in place to ensure the quality of service is high. This has led to substantial financial savings and allowed the school to improve its resources. They are well informed through the headteacher's reports. The effectiveness of the governing body has a positive impact on standards in all areas.

## **WHAT COULD BE IMPROVED**

**Standards in writing in Key Stage 1 are not as high as they could be and teachers do not expect enough written work from pupils.**

18. Standards of writing at Key Stage 1 are in line with national average and similar to those of other schools. They have shown steady improvement overtime, but are not as well as standards for reading and mathematics. Last Year's test results at Key Stage 1 were slightly lower than usual because of a significant number of pupils of lower ability and special educational needs. However, significantly more pupils than average attained the higher level 2b and 2a in reading and mathematics, but not in writing. However, the percentage of pupils attaining the higher level 3 in writing was above the national average. There is evidence that standards are higher this year but they are not improving as quickly as they could.
19. By Year 2 pupils' basic skills are usually sound with spelling, handwriting and punctuation being the focus of many lessons. However, the range and content of their written work is not as good. When given the opportunity current Year 2 pupils achieve suitable standards in their letter writing and they write to a good length. However, there is very little evidence of the pupils involvement in sustained writing activities during the year and the teachers do not expect enough writing from pupils in literacy. Many opportunities are missed in other subjects for pupils to write in a meaningful way. For example, in science too many work sheets are used requiring only a one word answer or picture. The monitoring of writing in all subjects is not yet in place, although it is planned for in the school improvement plan.
20. The school has made a detailed analysis of past test results and extended the amount of time devoted to English teaching. However, the focus has been on skills rather than their use and has had limited effect so far. Useful 'Progress' books have been introduced recently to more closely monitor improvements in writing. These are effectively used to set individual targets for learning although they do not yet identify National Curriculum levels yet.

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

21. The school should now continue to improve the quality of teaching and learning in writing at Key Stage 1 by:
  - (1) ensuring that teachers provide more opportunities for extended writing activities in English;
  - (2) ensuring that teachers' planning identifies ways for pupils to practise and improve their writing skills in other subjects;
  - (3) more thoroughly monitoring pupils' progress in writing through all subjects.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

16

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

15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	9	4	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

<b>Pupils on the school's roll</b>	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	356
Number of full-time pupils eligible for free school meals	33
<b>Special educational needs</b>	YR-Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	117
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	95.4
National comparative data	94.1

#### Unauthorised absence

	%
School data	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 Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	19	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	23	25
	Girls	17	18	18
	Total	42	41	43
Percentage of pupils at NC level 2 or above	School	88(89)	85(81)	90(98)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	29
	Girls	17	18	18
	Total	41	43	47
Percentage of pupils at NC level 2 or above	School	85(90)	90(81)	98(98)
	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	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	25
	Girls	22	20	24
	Total	40	41	49
Percentage of pupils at NC level 4 or above	School	78(90)	80(72)	96(98)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	22
	Girls	22	20	22
	Total	44	41	44
Percentage of pupils at NC level 4 or above	School	86(68)	82(79)	86(83)
	National	68(65)	69(65)	75(71)

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	
Chinese	3
White	304
Any other minority ethnic group	

*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)	13
Number of pupils per qualified teacher	27.4
Average class size	29.7

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

Total number of education support staff	5.5
Total aggregate hours worked per week	146

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese	0	0
White	0	0
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
	£
Total income	510546
Total expenditure	507363
Expenditure per pupil	1480
Balance brought forward from previous year	5959
Balance carried forward to next year	9142



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	356
Number of questionnaires returned	130

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	48	48	3	2	0
Behaviour in the school is good.	37	57	2	2	0
My child gets the right amount of work to do at home.	31	50	15	2	2
The teaching is good.	50	49	1	0	0
I am kept well informed about how my child is getting on.	40	49	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	59	35	5	1	0
The school expects my child to work hard and achieve his or her best.	62	36	0	1	1
The school works closely with parents.	40	47	9	2	2
The school is well led and managed.	48	48	4	1	0
The school is helping my child become mature and responsible.	47	49	3	1	0
The school provides an interesting range of activities outside lessons.	22	45	15	3	15