

INSPECTION REPORT

CLAYTON-LE-WOODS PRIMARY SCHOOL

Chorley

LEA area: Lancashire

Unique reference number: 119468

Headteacher: Mr W Sloan

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 16th to 17th February 2000

Inspection number: 186791

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Back Lane Clayton-le-Woods Chorley Lancashire
Postcode:	PR6 7EU
Telephone number:	01772 335030
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr David Barlow
Date of previous inspection:	January 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 243 pupils who attend full-time from Reception to Year 6. Of the children in Reception, 19 were not yet five years old at the time of the inspection. Almost 54 per cent of pupils are boys. The standard admission number is 35; the school is over-subscribed and most year groups exceed 35. The majority of pupils (98 per cent) are white. There are no pupils whose first language is not English. The background of pupils is generally well above average; three pupils (1.2 per cent) claim free school meals, which is well below the average. The number of pupils identified as having special educational needs is below average; 32 pupils (13 per cent) are on the register of special educational needs, of these five have statements. Attainment on entry to Reception is above average; assessments show that the attainment of very few is below average when they start school, while almost 20 per cent are above.

HOW GOOD THE SCHOOL IS

Clayton-le-Woods Primary School is a well organised and happy community. It has improved significantly over the past four years and is a very effective school. Pupils progress well and achieve standards that are well above average. Very strong leadership of the headteacher and Governing Body, coupled with exceptional teamwork, result in an environment in which children are secure, happy and enjoy learning. Much of the teaching is of high quality and the school gives good attention to promoting pupils' personal development. Effective use is made of staff and resources, especially in relation to dealing with infant class sizes. The school has below average income; it uses its resources very well and provides very good value for money.

What the school does well

- Standards in English and mathematics are particularly high, owing to good quality teaching and the effective use of assessment.
- The very good provision for pupils' social and moral development, coupled with the care the school provides, help to ensure that children enjoy school, behave very well and form very good relationships with adults and other children.
- Most children are keen to learn and display very positive attitudes to school; these strengths have a strong impact on their achievements.
- The headteacher and governors, supported by the whole staff, provide the school with very good leadership and management.

What could be improved

- The curriculum for children under five does not include sufficient opportunities for physical development and the most able children are not always challenged sufficiently, especially in literacy and numeracy.
- Satisfactory teaching does not always challenge more able pupils sufficiently and there are occasions when the rare cases of inattention, and less than satisfactory behaviour by a few pupils, are not dealt with quickly enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was inspected last in January 1996, Clayton-le-Woods Primary School was found to have many strengths, but there were also important areas for improvement. Since then it has improved rapidly and all areas of weakness identified in the previous report have been successfully addressed. The results achieved by its pupils, in the National Curriculum tests at the end of Year 6, have risen dramatically since 1996. The improvement has been at a much greater rate than that found nationally. In 1996, results were average or a little below; they are now well above average. In information technology, where standards were low, there has been notable progress. Pupils now attain standards in line with those expected. A particular strength is the way information technology is used successfully to support learning across the curriculum. The only area where there has not yet been enough progress is the use of information technology to monitor external events. Teaching has improved, at the time of the previous inspection about a quarter was unsatisfactory. No

unsatisfactory teaching was observed, and almost half was very good or better. The role of curriculum co-ordinators has been enhanced; they monitor planning and children's work carefully and, together with the headteacher, observe some teaching. Professional development is very well managed. Staff work very well as a team and this, together with the level of trust evident between staff, enables them to share and discuss their successes and failures to the benefit of all. Assessment is extensive and well developed; data are analysed carefully to aid teaching and hence lead to improvement. Pupils apply their knowledge well to their work, especially in mathematics and information technology, and are developing good independence. The school is very well placed to maintain its present high standards and make further progress.

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*	A*	A	well above average A above average B average C below average D well below average E
mathematics	A	A*	A	A	
science	B	A	A	B	

There has been a significant improvement in results since 1996; the rate of improvement is greater than that nationally. As a result, standards when children leave the school are well above those found nationally, and above those of similar schools. In English, results were in the top five per cent in the country. Compared with similar schools, standards in science are not quite as high as in English or mathematics. The school is meeting its targets well. Improvement is also evident in information technology where standards are now similar to those expected. Pupils in Key Stage 1 make good progress, and attain standards in reading, writing and mathematics that are generally above or well above average. The lower results in reading, noted in Year 2 in 1999, are not evident this year. Children under five achieve above average standards in literacy and mathematics. In other areas, standards are about average, except for the use of information technology where they are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good overall, but occasionally less good when teaching is not as effective as the vast majority.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good; a few pupils in Key Stage 2 show occasional weaknesses. Despite the over crowding in some areas, pupils' behaviour in corridors and playground, and when going to lunch, is of a high standard.
Personal development and relationships	The personal development of pupils is very good. Pupils undertake a range of tasks with enthusiasm and work well independently. The vast majority get on well together.
Attendance	Attendance is good. It is above the national average. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
20 lessons seen overall	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.

All teaching is at least satisfactory, and 45 per cent of lessons are very good or excellent. Teaching of both English and mathematics is good, and much is very good. Literacy skills are well taught and used effectively across the curriculum. Numeracy skills are also well taught, but their use could be extended in subjects such as science. In most respects, the teachers meet the needs of all pupils well. The best teaching occurs in Years 2 and 6, in the mixed age infant class and in the Key Stage 2 extension groups for mathematics. In the best lessons, the teachers' enthusiasm inspires pupils, lessons are very well organised and the work is challenging. The successful use of assessment is often evident. Occasional weaknesses include not always challenging the most able sufficiently and not dealing with minor occasions of misbehaviour quickly enough. The high quality teaching helps to promote children's learning. They work hard, showing interest and concentration; only rarely do children drift off task. They usually work very well without direct supervision.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good; it is broad, balanced and relevant to the needs of pupils. Insufficient emphasis is given to physical development for children under five. All statutory requirements are met. Extra-curricular provision is good; it is varied and very well supported.
Provision for pupils with special educational needs	This is good. Effective use of the special educational needs co-ordinator and learning support staff helps pupils requiring learning support to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, and for moral and social development it is very good. The well organised provision contributes very effectively to the personal development of pupils. Staff act as very good role models.
How well the school cares for its pupils	The school knows the pupils very well, which ensures the health and safety, care and protection of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher, Governing Body and senior staff form a very strong and effective team. They have a clear focus to improve standards and to provide a high standard of service for pupils.
How well the governors fulfil their responsibilities	The Governing Body fulfils its duties very well. Governors are very clear and positive in relation to their roles and responsibilities.
The school's evaluation of its performance	The school is very good in measuring what it is doing. Planning for improvement reflects very good analysis of the school's results.
The strategic use of resources	There is excellent use of staff, finance, resources and accommodation to give pupils maximum benefit in the classroom. Overall the school provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress is good. • Behaviour is good. • The school sets the right amount of homework. • Teaching in the school is good. • Parents are well informed about their children's progress. • The school is approachable. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • The amount of homework is not correct; some think there is too much, others not enough. • A minority of parents consider they are not well informed about children's progress. • Concerns were expressed about behaviour in parts of Key Stage 2. • There were some concerns over the possible impact of large class sizes.

Inspectors support parents' positive views of the school. Children do like school, most behave very well and become mature and responsible. Their progress is good because of good, well organised teaching and high expectations of pupils. The school is approachable and works well with parents. Management and leadership of the school are very good. Homework is well organised and supported by a very detailed policy. Extracurricular activities are extensive. Parents are adequately informed about their children's progress. Inspectors agree that the behaviour of a small number of pupils, mainly boys, is, occasionally, not as good as it should be, particularly in Years 3 to 5. Although class sizes are generally above 30, the very effective use of teachers, support staff and other adults ensures that all children receive good support, learn well and make good progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are particularly high, owing to good quality teaching and the effective use of assessment.

- 1 Since the last inspection the school has effectively improved the standards in English at both Key Stages 1 and 2 and they are now well above average. In the 1999 National Curriculum tests at Key Stage 1, reading was above average and writing standards were very high; in English at Key Stage 2, results were very high. The inspection evidence shows standards to be well above average at both key stages. Higher standards are attributed to better teaching than in the last inspection, good analysis and interpretation of data to identify weaker areas in the subject which are planned and taught. Assessment was an issue in the last inspection report; staff now have a good understanding of the levels pupils are working at and how to move them on to the next level. The National Literacy Strategy is also beginning to show a positive impact on standards in literacy. Writing skills are taught well across the school and pupils are given very good opportunities to write in a wide variety of styles in other subjects. The determination of the headteacher, governors and staff has made a significant contribution to the improved results.

- 2 Since 1996, when attainment was about average, there has been a consistent rise in attainment in mathematics. In 1999, in National Curriculum tests, almost 90 per cent of pupils in Year 6 achieved at least the expected Level 4, and 40 per cent the higher Level 5. Both figures were well above the national average. The overall results were well above those of similar schools. The improvement resulted from a very detailed analysis of pupils' work in the 1996 tests, which the school viewed as very disappointing. Every answer of each pupil's work, in all three core subjects, was analysed to determine the areas where they were failing to reach the required standard. This showed a pattern of weakness and lack of sufficient accuracy in pupils' work. In addition, pupils' vocabulary, especially in a scientific context, was not sufficiently strong. As a result of this analysis, the school set about modifying aspects of schemes but, more importantly, the organisation of lessons and the level and amount of work expected of children. The school built well on the strengths already evident in Key Stage 1, where results have been consistently above the national average since 1996.

- 3 Teaching of mathematics is now good throughout the school, and much is even better. The school uses the National Numeracy Strategy format, but modifies it according to the needs of individual classes. The work planned is consistently set at a level above that normally expected for the age range in the class, although there are occasions when the highest attaining pupils could be challenged even more. Teachers enjoy mathematics and deliver lessons with enthusiasm, which in turn stimulates pupils' interest. The teaching of the mathematics extension groups in Key Stage 2, which are taught by the headteacher, is quite inspirational. Pupils are fascinated by the work, moved on at a rapid pace and their thinking challenged. As a result, mathematical understanding and application of knowledge are enhanced. High quality teaching also occurs in Years 2 and 6, where good relationships and high expectations regards behaviour and paying attention, aid success. The teaching of the mixed age infant class is well conceived and successfully meets the needs of the wide age range of pupils. Although some of the marking in the school is of limited value, examples of very effective assessment, and its use, help to aid

progress. This is well illustrated in Year 3 where the teacher's careful assessment of pupils' strengths and weaknesses early in the week, is used to inform work and groupings during the remainder of the lessons.

The very good provision for pupils' social and moral development, coupled with the care the school provides, help to ensure that children enjoy school, behave very well and form very good relationships with adults and other children.

- 4 The school provides very good support for pupils' social and moral development and is very effective in providing a secure, safe and caring environment, where all staff know pupils very well. Very good role models are provided for the children, everybody shows great respect for each other, their values and beliefs. This has a significant impact on the very good behaviour and positive attitudes of the pupils, and the very good relationships at all levels. The great majority of pupils behave well in lessons, around the school and in the playgrounds. They show a high level of maturity from an early age. They demonstrate very good responsibility for their own behaviour when working independently or in groups with the minimum of, or no direct, supervision.
- 5 Many opportunities are provided for pupils to undertake responsibility for themselves and others. Older pupils develop into self-assured and mature individuals, who are more than ready for their next phase in education. Pupils are encouraged to look after younger children and carry out jobs around the school, as well as ensuring that their own interests are being promoted. Year 6 pupils show great enthusiasm when discussing their magazine and its production. They learn to co-operate and share ideas as well as being involved in marketing and selling the magazine. They are very willing to help other pupils and teachers. Stewards provide a wide range of help, for example controlling the issue of playground equipment. They use their initiative well in setting up and tidying the hall before and after assembly.

Most children are keen to learn and display very positive attitudes to school; these strengths have a strong impact on their achievements.

- 6 Pupils respond very well to the encouragement given by teachers. They work with enthusiasm and concentration in the great majority of lessons. They listen well to instructions, understand the tasks they are doing and complete them enthusiastically. They are very keen to answer questions and contribute to discussion.
- 7 In Year 4, pupils are very keen to improve their skills in number by a range of methods, including the use of algebra. In the additional infant mixed age class, pupils respond with gusto to the stimulation of poetry in the development of their use of sounds and words. Pupils clearly demonstrate their enjoyment of school life, for example, from the keen support of extra-curricular activities.

The headteacher and governors, supported by the whole staff, provide the school with very good leadership and management.

- 8 The headteacher and governors have a very clear vision of the school. Their planning for, and use of, resources are of an exceptionally high standard and have a very strong impact on pupils' achievements. They have fully addressed the key issues raised in the previous inspection. Curriculum co-ordinators are now very well involved in management, especially in relation to reviewing pupils' attainments and

setting effective targets for future improvement; this has had a marked impact on improving overall standards. Staff development procedures are now very effective. Very good financial management and planning ensure the resources available to the school are spent wisely in relation to educational priorities. Excellent use is made of staff time, accommodation and resources. The use of expert teaching, for example, in teaching groups of high achievers for mathematics, is particularly effective. The school's very close monitoring of contracts for services ensures the maximum amount of the budget is available to support pupils directly in the classroom. Governors are very well informed about all aspects of school life and make a significant contribution to the overall effectiveness of the school and to recognising areas for further development. Their commitment to developing their role further is illustrated by the Governing Body's desire to improve their monitoring of the school's standards, even though procedures are already good.

WHAT COULD BE IMPROVED

The curriculum for children under five does not include sufficient opportunities for physical development and the most able children are not always challenged sufficiently, especially in literacy and numeracy.

- 9 The curriculum for children under five is broad and mostly relevant. Although children make good progress in the numeracy and literacy and language areas of learning, the most able children could be challenged more in their written work. There are occasions when they are completing work that is too easy. Work is not always sufficiently matched to all abilities and there are occasions when the same work is given to all children.
- 10 There are limited opportunities in the provision of outdoor activities. The school is due to provide an area for these young children when building work takes place shortly. Meanwhile the school should consider providing regular activities outside for the children to give full access to the early years curriculum, and to ensure all planned activities have a clear purpose.

Satisfactory teaching does not always challenge more able pupils sufficiently and there are occasions when the rare cases of inattention, and less than satisfactory behaviour by a few pupils, are not dealt with quickly enough.

- 11 The vast majority of teaching in the school is good or better, however in about a quarter of lessons it is satisfactory. The occasional weaknesses in lessons can have an adverse impact on the level of challenge for some pupils. At other times, not dealing with minor misbehaviour or lack of attention sufficiently quickly can slow the pace of lessons. Much of the planned work is at an appropriate level, but is often very similar for the vast majority of the class. This is generally appropriate, but there are occasions, in English, mathematics and science in particular, when the most able could be moved on to more challenging work more quickly. The level of numeracy skills used in other subjects does not always extend pupils' work sufficiently. There are few opportunities, for instance, for pupils to interpret relatively complex graphs in science; an activity that would enhance standards in both mathematics and science. The school has aspirations for some pupils to achieve Level 6 in English and mathematics. Currently the type of work offered, especially in mathematics, would make this difficult. The exception to this is the once or twice weekly mathematics extension groups in Years 4, 5 and 6. There are other occasions when the lower attaining pupils are moved on too quickly. This was

illustrated in mathematics where there was the inappropriate use of the 'Let's investigate' section of the text book used. The few pupils involved found it impossible to do these tasks and would have gained much more benefit from well constructed, consolidation exercises.

- 12 The curriculum is broad and relevant, with minor omissions in the information technology curriculum. The school is due to address the shortage of monitoring equipment by the purchase and use of sensors, this will help support investigative and numeracy work, especially in science.
- 13 The time allocated to the lessons, based on the National Literacy and Numeracy Strategies, exceeds the recommended figure. As a result, the occasions when the pace slows does not have an adverse effect on overall standards. However, the impact of the reduced time on the work in other subjects has not yet been evaluated in detail, although the school is planning changes to the organisation of the day to ensure all subjects receive sufficient time when the new curriculum is introduced in September, 2000. There are occasions when teachers either have to wait for pupils to pay attention when told to listen or where teachers talk over pupils' noise and have to repeat themselves. A much quicker response to teachers' requests for quiet and attention would help to speed lessons, especially the switch from or to whole class activities. In the first half of Key Stage 2, in particular, teachers are not quick enough in dealing with the very small number of occasions when pupils misbehave, are inattentive or drift off task. This lack of application most often affects boys, especially when the work has not challenged them enough. The result of teachers not being firm enough then creates extra problems for the relatively inexperienced teacher in Year 5. She is aware of the misbehaviour, particularly of some boys, and the concerns expressed by parents over this. As a result, she is working hard to control the situation, although does not always employ totally effective strategies. Too often the boys involved are sat close to each other, even though there is spare space in the room, and at other times there is an overreaction to minor events and as a result she has little scope to employ other strategies when a more major behaviour problem arises.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 14 The school has many notable strengths and few weaknesses; as a result pupils progress well and achieve high standards. Areas that could be improved include physical activities for children under five and raising satisfactory teaching to the high standards evident in much of the school.
- (1) Improve the curriculum for children under five by:
- providing regular opportunities to promote physical development, including suitable and regular outdoor activities;
 - ensuring that all planned activities, both within and outside the classroom, have a clear purpose;
 - providing greater challenge for more able children, especially in the area of literacy and language.

- (2) Raising satisfactory teaching to the high standards evident in much of the school by:
- taking quick action to deal with the rare occasions when pupils misbehave or are inattentive;
 - ensuring that pupils listen attentively whenever the teacher is talking to the whole class;
 - providing more able pupils with more challenging work when appropriate and ensuring that less able pupils have more opportunities to consolidate their learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
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
10	35	30	25	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	243
Number of full-time pupils eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	3.4
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 Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	16	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	15	15	15
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	91 (94)	94 (100)	94 (97)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	15	14	15
	Total	30	28	30
Percentage of pupils at NC level 2 or above	School	94 (97)	88 (94)	94 (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 Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	14	15	16
	Total	29	30	31
Percentage of pupils at NC level 4 or above	School	85 (94)	88 (94)	91 (94)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	14	13	13
	Total	29	28	29
Percentage of pupils at NC level 4 or above	School	85 (94)	82 (100)	85 (100)
	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	1
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	217
Any other minority ethnic group	0

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: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	26.6
Average class size	34.6

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	183

Financial information

Financial year	1998/1999
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	£
Total income	312001
Total expenditure	319395
Expenditure per pupil	1360
Balance brought forward from previous year	19935
Balance carried forward to next year	12541

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	243
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	6	1	0
My child is making good progress in school.	43	53	3	0	1
Behaviour in the school is good.	38	52	3	3	3
My child gets the right amount of work to do at home.	28	55	15	1	0
The teaching is good.	50	45	2	0	2
I am kept well informed about how my child is getting on.	32	48	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	30	7	0	0
The school expects my child to work hard and achieve his or her best.	59	34	6	1	1
The school works closely with parents.	44	44	8	4	0
The school is well led and managed.	44	43	7	5	1
The school is helping my child become mature and responsible.	48	47	1	1	3
The school provides an interesting range of activities outside lessons.	49	41	4	0	6