

INSPECTION REPORT

ETCHELLS PRIMARY SCHOOL

Cheadle

LEA area: Stockport

Unique reference number: 106045

Headteacher: Mrs L Holebrook

Reporting inspector: John Warren
17893

Dates of inspection: 7 - 9 February 2000

Inspection number: 188200

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	East Avenue Heald Green Cheadle Cheshire
Postcode:	SK8 3DL
Telephone number:	0161 437 1792
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Appropriate authority:	Governing body
Name of chair of governors:	Mr N Fields
Date of previous inspection:	17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
John Warren	Registered inspector
Tony Stanley	Lay inspector
Jill Forward	Team inspector

The inspection was a 'short' inspection which means that fewer inspectors were in school for fewer days. The school was chosen for a short inspection because standards are high and had improved over recent years.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Etchells Primary School is situated in the Heald Green ward of Stockport. It is bigger than other primary schools, with 286 full-time pupils and 40 children attending the nursery part-time. It is designated a 'resourced' school. This means that special provision is made for a number of pupils with particular special educational needs.

Taken together, pupils' attainment on entry is typical of that found nationally. However, 64 of its pupils have special educational needs, a figure higher than the national average. The number of pupils who have English as a second language, at 18 per cent, is high.

The school recently underwent a large rebuilding and refurbishment programme, resulting in a completely new building attached to the old building. This is currently used by the younger pupils in school. The school's new nursery is located in the new building.

HOW GOOD THE SCHOOL IS

Etchells Primary School is a very effective school and makes good provision for its pupils. By the time they leave school, pupils achieve high standards because teaching overall is good and the work pupils do is demanding. The headteacher, governors and staff work together very well to improve the school and to maintain high standards. The school provides good value for money.

What the school does well

- Learning is very effective in certain areas of the school, so that by the time pupils leave they achieve very high standards.
- Teaching overall is good and sometimes very good or excellent; it is particularly effective in classes for the children under five and for the older pupils in school.
- Pupils' attitudes to learning and to one another are very good. They behave well and are eager to learn; this makes a big contribution to the good progress they make in school.
- The headteacher is a very effective leader and is well supported by governors and senior staff in managing the school and planning for the future.
- The nursery and reception classes give children a very good start to their time in school; they provide a secure, stimulating environment which encourages children to learn.
- Pupils with special educational needs receive good support from all staff. The resource team staff in particular, help ensure these pupils make good progress.

What could be improved

- Teaching in certain areas of the school is less effective than in others and so pupils do not make as much progress as they might.
- The school process for checking the impact of teaching.

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 in June 1996 Etchells Primary School was found to be a school with many good features but with some improvement needed in standards achieved and

curriculum provision. Since then it has made good improvement in these and other areas. The results achieved by its pupils have risen year on year to their present high standards. Improvements to the building and the addition of the very good nursery have resulted in good levels of provision. Staff regularly review the curriculum to ensure pupils receive a wide range of experiences.

There is still some scope for improving monitoring the impact that teaching has on what pupils learn, although the school has made some developments in this area.

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

In the nursery and reception classes many children achieve more than is expected for their age in language and in numeracy. At seven years of age pupils' standards of achievement are mostly average in reading, writing and mathematics. By the age of 11, standards in English are above average, and in mathematics and science they are well above average. This is compared to all schools and to schools with similar intakes. The work pupils were doing during the inspection confirms these findings and matches the targets for achievement set by the school for this year. Standards in English, mathematics and science, at age 11, have risen year on year. Taken overall, progress that pupils make during their time in school is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to come to school and give of their best at all times. They are responsive and responsible and show very good attitudes in all that they do.
Behaviour, in and out of classrooms	Behaviour in lessons and around school is good. Pupils show respect for each other and adults.
Personal development and relationships	Pupils are supportive, tolerant and caring and this is particularly noticeable when they are interacting with those pupils with special educational needs.
Attendance	Attendance is satisfactory.

Most pupils have very good attitudes to school, they enjoy coming to school and talk confidently about the things they like and do in school. Relationships are a strength of the school; pupils help each other in work and play and take responsibility for actions which support the school.

TEACHING AND LEARNING

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

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

Teaching overall is good with 96 per cent satisfactory and 63 per cent good, very good or excellent. Teaching of the youngest children in school is always good and often very good. Teaching of children's literacy and numeracy skills is very good and teachers plan a wide range of activities to support learning. Teaching in Key Stage 1 is always satisfactory and sometimes good or very good. Teaching of literacy is good. Teachers use well planned, appropriate tasks to develop literacy skills. Teaching in Key Stage 2 ranges from unsatisfactory to excellent. Fifty per cent is good, very good or excellent. Better teaching makes it very clear to pupils what is expected of them and uses skilful, well planned, sometimes inspirational, strategies to motivate and encourage pupils to learn. Teaching at the lower end of Key Stage 2 is less effective than elsewhere. Teaching here does not sufficiently challenge or motivate pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad and balanced curriculum that caters for all pupils' needs and abilities. This is well supplemented by a range of visits and extra-curricular activities. The curriculum for information and communication technology is less well developed, but the school has already made plans and allocated funds for improvement in this area.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. The team of staff dedicated to supporting these pupils works very hard and is very skilled at what it does. The work they do is well planned and integrated into the work of the school so that pupils derive maximum benefit.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good and pupils make good progress.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good role models of staff and clear expectations of behaviour and moral values ensure that pupils develop a very mature understanding of their moral and social responsibilities and they have a clear understanding of what is right and wrong. Celebration assemblies and visits from adults from different ethnic communities ensure that pupils gain an insight into diverse cultural traditions.
How well the school cares for its pupils	The school takes all steps necessary to ensure that its pupils are well cared for.

Etchells Primary School makes very good provision for the pupils with special educational needs. Careful planning and the skill and commitment of staff ensure these pupils gain maximum benefit from their time in school. Other pupils in school also gain much in terms of developing a caring, supportive and tolerant attitude to those pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school's work very effectively and she is well supported by senior staff. Her dynamic leadership has created an ethos which encourages high expectations and achievement for all. Regular monitoring of pupils' work and teachers' planning provides useful information about learning but there is insufficient formal monitoring of teaching to identify staff development needs.
How well the governors fulfil their responsibilities	The governing body is a very effective body which has a clear overview of, and influence on, school developments and the work of teachers and pupils. Governors take a significant part in ensuring that all areas of the school are working well and that best value is gained for money allocated to the school.
The school's evaluation of its performance	The school has very good procedures for evaluating its performance and uses those evaluations to take effective action. It makes good use of large amounts of assessment data to inform and target support for pupils.
The strategic use of resources	The school uses its resources well. Spending is carefully considered and priorities are supported through careful planning, usefully overseen by the governing body. Money allocated to the school for the 'resourced' pupils with special educational needs is used to maximum effect and ensures pupils make good progress.

The headteacher, governors and senior managers of the school share a clear vision for school improvement which focusses on providing the best education for the pupils of the school. They plan developments carefully, and lead by example and encouragement.

Clear consideration is given to principles of best value to ensure that money is spent wisely and efficiently. All staff are involved in discussions regarding how money is spent and the headteacher and governors exercise positive leadership to oversee and authorise spending.

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 progress their children make. • That they can approach the school with their concerns. • How the school is led and managed. • The school has high expectations of their children. • Their children enjoy coming to school. • The positive effect that having disadvantaged children in school has on their own children's social and moral development. 	<ul style="list-style-type: none"> • Teaching in lower Key Stage 2. • The type of homework in some areas of the school. • Information they receive about their children's progress.

The inspection team agrees with all the parents' positive comments.

Teaching is less effective in lower Key Stage 2 where pupils do not make as much progress as they do in other areas of the school.

The school has a clear homework policy which is available in the parents' booklet and pupils have homework diaries to record what they must do. This is a clear system, similar to other primary schools and is judged to be appropriate.

Parents receive regular reports on their children's progress and teachers are always available to discuss issues as well as meet parents at scheduled parents' meetings. The school makes a great effort to communicate with all parents of the school through workshops and frequent letters to homes. These are very good arrangements to keep parents well informed about the progress of their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Learning is very effective in certain areas of the school, so that by the time pupils leave they achieve very high standards.

1. Pupils achieve high standards in English, mathematics and science in their National Curriculum tests.
2. In nursery and reception, children are introduced to literacy and numeracy in diverse and challenging ways. They enjoy stories and poems and quickly begin to read and write independently. Nursery children experiment with rhymes and simple songs and poems. This very good start is continued with older pupils learning to appreciate stories and enjoy a variety of reading material.
3. Throughout the school pupils are encouraged to develop their skills of speaking and listening, having frequent opportunities to express themselves in lessons. Pupils' English work is enriched by dance and drama lessons which broaden their skills and extend their learning.
4. Older pupils in Key Stage 2 benefit from direct teaching of reading and comprehension skills which enables them to achieve higher standards in their English work. They are able to talk confidently about books they are reading and express preferences about types of reading material. They can identify characters and extracts from books which support their preferences.
5. Children are encouraged to develop mathematical skills as soon as they start school. Lessons are planned to provide many opportunities for counting and identifying and grouping shapes. From their earliest experiences in school, pupils are taught and encouraged to use the appropriate mathematical vocabulary.
6. Numeracy lessons continue this development as pupils move through the school, so that by age 11 pupils have a good grasp of important mathematical skills. For instance, they can calculate quite complex number operations mentally. They can identify different types of triangles and explain the characteristics of them, such as right angles.
7. Pupils are given challenging work to do in numeracy lessons so that high levels of attainment result. Older pupils can use numbers to the decimal places and can investigate mathematical problems with confidence.

Teaching overall is good and sometimes very good or excellent; it is particularly effective in classes for the children under five and for the older pupils in school.

8. Throughout the school, teachers prepare lessons thoroughly, taking account of the needs of all pupils in their classes. Teachers ensure that the very good support staff are well briefed and equipped to help the pupils. Most teachers prepare a range of activities and strategies that sustains pupils' interest and encourages learning. These features, together with teachers' knowledge of their subjects, enthusiasm and positive attitudes to discipline, contribute significantly to the high standards achieved and the good progress pupils make.

9. In the nursery and reception classes teachers prepare a wide range of stimulating activities that encourage children's learning and give them opportunities to develop independence. Children make clay models of faces to encourage them to learn about features of the body; this is carefully supervised by a supporting adult who skilfully helps children to develop understanding. Teachers' explanations are clear and purposeful, allowing children to offer ideas and suggestions about their learning.
10. In an excellent dance and drama lesson with pupils from Years 4 and 5 the teacher gave the pupils very clear understanding of what they were going to learn and how they would learn it. These objectives were revisited at the end of the lesson to demonstrate the progress they had made. The teacher's sensitive interventions, explanations and interactions with her pupils inspired the whole class to respond fully.
11. Teachers note carefully what their pupils learn so that they can plan the next learning steps appropriately, in a way that will challenge pupils and raise achievement. This was noticed in a Year 1 literacy lesson where the teacher recorded the progress of the group of pupils that she was focussing her support upon.
12. All teachers work hard to make the school environment a stimulating exciting feature. Many good quality displays in classrooms and corridors ensure pupils of the school are surrounded by celebrations of their work and useful learning prompts. For example, in one class a large colourful 'flower' provides pupils with many useful words to support their learning in English, mathematics and science.

Pupils' attitudes to learning and to one another are very good. They behave well and are eager to learn; this makes a big contribution to the good progress they make in school.

13. The headteacher and staff plan a wide range of stimulating and enjoyable experiences for their pupils and provide an environment that is stimulating, ordered and secure. Pupils respond very well to this, demonstrating very good behaviour in and out of classrooms and an eagerness to learn that contributes to high standards of achievement.
14. The school is an important part of the community and pupils are well aware of their role within the school and the wider community. They know that staff and parents have high expectations of their behaviour and learning and they respond accordingly. Parents and staff talk with pride about the behaviour of the pupils in school and on the many visits that the school organises for them.
15. Older pupils play happily and co-operatively alongside younger ones in the school playground. Year 6 pupils were observed helping reception children to button coats and organising playground games. These pupils are deemed 'Friendship Children'. Others are termed 'mentors' and take responsibility for various tasks around school.
16. All pupils develop respect and consideration for those less fortunate than themselves. The presence in school of pupils with very serious special educational needs has a very good effect on all pupils' moral and social development. Pupils are frequently observed helping and supporting others in classrooms and around

the school. Parents comment on the good moral and social development of their children.

17. Celebration assemblies acknowledge pupils' achievements and give them opportunities to observe and reflect on each other's work. Pupils lead assemblies, showing good levels of responsibility and maturity.
18. The school works hard to inculcate in pupils high levels of spiritual awareness and respect for each other and for other people's cultures, traditions and religions. This is achieved by virtue of the very good role models of the staff and through assemblies, 'circle time' and visits by many guests from outside, who come and share their experience with the pupils.

The headteacher is a very effective leader and is well supported by governors and senior staff in managing the school and planning for the future.

19. The headteacher provides strong and dynamic leadership for the school and always has the needs of the pupils at the heart of what she does. She finds time to know and talk to many pupils and parents and listens and responds to their concerns.
20. The headteacher, along with the governors, staff and parents, has led the school through a period of great turbulence while the new school building was constructed. At the same time the school has maintained a steady rise in standards to their present high level. The vision, skill and hard work that has brought this about stems from, and is practised by, the headteacher.
21. The governors are a well-organised and skilled team that devotes tremendous time and energy into supporting and guiding the school. Whilst recognising the expertise of the headteacher and the staff, they nevertheless maintain a strong influence on the education of the pupils and offer much to the successful running of the school. This includes having a clear overview on how the school's resources are best used.
22. Senior staff in the school play an important part in the success of its pupils. They are skilled, well-qualified and devote large amounts of time and energy to fulfilling their roles. For example, the resource team manager, who is responsible for pupils with special educational needs, works very hard to collect and maintain large amounts of important information. This helps guide the progress of pupils in the school and ensures that they are all challenged to achieve as much as they can. She also effectively manages the team of skilled support assistants who are responsible for the pupils with special educational needs.

The nursery and reception classes give children a very good start to their time in school; they provide a secure, stimulating environment which encourages children to learn.

23. In nursery and reception classes, teachers work hard to provide a very good start to the children's time in school. They do this by providing them with classrooms that are well equipped and designed to encourage the maximum amount of learning.
24. The nursery is a well-equipped room which is thoughtfully laid out to maximise its potential. There are many exciting areas for the children to work and play in. For example, there are areas where they can explore books or practice early writing skills. Another area allows them to develop creativity by dressing up and this also

encourages them to co-operate with each other. The teacher and support staff carefully guide the children around the various activities.

25. The reception classes are also arranged well to encourage good learning. Bright, colourful displays stimulate the children's imagination and encourage early writing skills. This was particularly evident in the 'office' area of the classroom. Here, children practised making notes, holding telephone conversations and discussing ideas together. Other children were able to work independently in carefully structured areas such as the 'Toy Hospital'.

Pupils with special educational needs receive good support from all staff. The resource team staff, in particular, help ensure these pupils make good progress.

26. The school has a larger than average number of pupils with special educational needs. It also has a small number of pupils with very specific special needs; the education of these pupils is supported by extra funds from the local education authority and the school makes decisions about how this money is spent.
27. The school makes very good use of the extra money, providing very good support for the pupils so that they make good progress during their time in school. The school has a team of staff, very well led by the resource team manager, who provide work with these pupils and help them make good progress.
28. The school gathers a great deal of information about its pupils so that it can target support most effectively. This involves careful planning of work so that the support staff know exactly how to best help the pupils.
29. The school has adopted a policy of full integration for these pupils. This means that despite difficulties they may have, most of their time is spent in classes with other children. This works very well, helping them to develop their social and personal skills as well as their academic ability.
30. Support staff play an important part in this integration, working sensitively and effectively with their pupils. They are skilled and dedicated staff who are determined to secure the best for their pupils. They are involved with the planning of work and the preparation of materials to support it.

WHAT COULD BE IMPROVED

Teaching in certain areas of the school is less effective than in others and so pupils do not make as much progress as they might.

31. Teaching in the classes of lower Key Stage 2 is not as effective as in other areas of the school. Pupils do not make as much progress as they might because some teaching activities do not sufficiently motivate them or give them opportunities for higher achievement.
32. In one class it was unclear to the pupils exactly what they were trying to learn. For some, the work was insufficiently challenging. For example, one activity involved cutting and sticking paper to sequence some writing; this did not encourage the pupils to consider the content of the writing in the terms of the lesson objectives. The task was undemanding for some and they became restless.

33. Teachers do not always maintain appropriate levels of control over pupils in class, particularly in terms of the level of noise. Pupils are not motivated sufficiently to work independently and others find it difficult to concentrate due to the noise. In an unsatisfactory literacy lesson one pupil actually said 'I can't hear myself think'.
34. The nature of some classroom activities sometimes allows pupils to talk inappropriately and to not be involved in learning. For example, in a numeracy lesson the mental maths session was a game that resulted in some pupils being 'knocked out' quite early on. These pupils became bored and took no further part in the game. Later, when the teacher was addressing the whole class, some pupils carried on talking and were not reprimanded.

The school process for checking the impact of teaching.

35. Since the last inspection, the school has developed some important processes for finding out how successful teaching is in raising pupil achievement. These include checking teachers' planning and reviewing pupils' work, using what the school calls the '3 tray' exercise.
36. The school does not at present have a systematic procedure for watching teaching so that information can be gathered to inform teachers' future development needs. Although the headteacher visits all classes, these visits do not have a clear focus on teaching and what might be improved.
37. Senior staff do not at present visit classrooms to judge the impact of teaching, for instance, on literacy and numeracy achievement.
38. The school recognises the need for more formal monitoring of teaching and is already composing plans to do so.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. To maintain the present high standards of achievement and improve them still further the school should now:
 - (1) Develop a formal process of systematic monitoring of teaching in classrooms which should involve:
 - a) participation by as many senior staff as possible;
 - b) a clear timetable for visits to classrooms;
 - c) a shared and focussed set of criteria for observations;
 - d) a plan to address needs as identified by the process.

The school is aware of this issue and is already preparing plans to address it.

- (2) Improve the teaching in the classes at lower Key Stage 2 by:
 - a) developing teachers classroom management techniques to ensure all pupils remain focussed on their learning;

- b) ensuring that the good planning seen is used to guide the learning of different groups of pupils within classes;
- c) providing opportunities for teachers to observe very good practice.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4%	21%	38%	33%	4%	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)	20	286
Number of full-time pupils eligible for free school meals	n/a	33

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	1	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.7

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	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	20	20	20
	Total	36	35	37
Percentage of pupils at NC level 2 or above	School	86	83	88
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	18
	Girls	20	19	20
	Total	35	33	38
Percentage of pupils at NC level 2 or above	School	83	79	90
	National	82	86	87

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	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	12	12	14
	Total	27	29	32
Percentage of pupils at NC level 4 or above	School	84	91	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	18
	Girls	13	12	14
	Total	28	29	32
Percentage of pupils at NC level 4 or above	School	88	91	100
	National	70	69	78

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	26
Bangladeshi	0
Chinese	5
White	193
Any other minority ethnic group	7

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)	11
Number of pupils per qualified teacher	26
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	342

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	559,871
Total expenditure	522,673
Expenditure per pupil	1,958
Balance brought forward from previous year	7,718
Balance carried forward to next year	44,916

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	326
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.	66	32	2	0	0
My child is making good progress in school.	62	32	5	0	1
Behaviour in the school is good.	52	40	3	0	5
My child gets the right amount of work to do at home.	39	33	15	2	11
The teaching is good.	60	37	1	1	1
I am kept well informed about how my child is getting on.	50	30	13	4	3
I would feel comfortable about approaching the school with questions or a problem.	82	15	2	1	0
The school expects my child to work hard and achieve his or her best.	56	39	0	1	4
The school works closely with parents.	59	35	4	1	1
The school is well led and managed.	63	33	1	1	2
The school is helping my child become mature and responsible.	58	35	4	2	1
The school provides an interesting range of activities outside lessons.	58	35	4	2	1