

INSPECTION REPORT

Oakhill Primary School

Woodford Green
Essex

LEA: Waltham Forest

Unique reference number: 103069

Headteacher: Mr Howard Stollar

Reporting inspector: Paul Canham
1353

Dates of inspection: 3rd – 5th April 2000

Inspection number: 188322

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:	Alders Avenue Woodford Green Essex
Post Code:	1G8 9PY
Telephone number:	0181 527 3309
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Debbie Strowbridge
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Oakhill is about the same size as most primary schools; it caters for 102 boys and 132 girls aged from four to eleven years. In addition, 40 children attend the nursery part time. A few pupils come from ethnic minority backgrounds and a very small number speak English as an additional language. The proportion of pupils eligible for free school meals is similar to the national average. Similarly, the proportion of pupils with some form of special educational need, including those with statements, matches the national average. A small number of pupils leave and others join the school during Key Stage 2. On entry to reception at the age of five, their attainment levels vary from year-to-year from average to above average; currently, attainment is average.

HOW GOOD THE SCHOOL IS

By the time pupils leave school at the age of 11, they achieve above or well above average standards in the core subjects, when compared with that of similar schools. The commitment of the headteacher and staff, supported by the governors, contribute to these good standards and to the good provision for their pastoral care. The quality of teaching is satisfactory and pupils benefit from sensitive support. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- By the age of 11, pupils' attainment in English is well above average, and it is above average in mathematics and science, when compared with that of similar schools.
- Children aged under five achieve well in the nursery, particularly in their literacy and numeracy skills, and in their personal and social development.
- Pupils have good attitudes to their work and they want to achieve. They enjoy good relationships with one another.
- There is good provision for pupils' moral, social and cultural education.

WHAT COULD BE IMPROVED

- The re-establishment of a permanent senior management team to further develop strategic planning.
- The quality of pupils' writing skills, particularly in Key Stage 1.
- The strengths in teaching so that it is consistently good throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The above average standards achieved by pupils aged 11 in English, mathematics and science have been maintained or improved upon since the previous inspection. However, standards achieved by pupils aged seven have declined in reading and writing, although they have improved in mathematics. The school has successfully tackled the action points identified in the previous inspection in March 1996. The behaviour policy is being implemented and, in most lessons, the majority of pupils respond well to the consistently applied expectations of good behaviour. Teaching has improved, in that all the teaching was judged to be satisfactory and learning objectives are clearly identified in the teachers' planning and shared with pupils. On the other hand, less than 40 per cent of teaching was good and none was very good. Standards achieved by pupils meet the objectives of the locally Agreed Syllabus in religious education. The school now places a greater emphasis on the development of pupils' spiritual and cultural awareness in lessons, and in the assemblies, which contribute to pupils' knowledge and understanding. Assemblies now meet statutory requirements.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	C	A	A*
Mathematics	C	B	B	B
Science	A	B	B	B

Key	
<i>excellent</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

These are good results. The most recent results show that, when compared with schools having a similar percentage of pupils eligible for free school meals, standards are above average in mathematics and science, and in English they are in the highest 5 per cent of schools nationally. The proportions of pupils reaching levels above those expected for their age, were well above the national average in English, and above in mathematics and science. Evidence from this inspection confirms these standards. Over time, there has been an improving trend in all three subjects and standards in mathematics have improved steadily year on year. The most recent results showed a significant improvement in the performance of girls in English. The school has set realistic targets for English and mathematics for the Year 2000, and the most recent results indicate that the school is on its way to achieving them in both subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and keen to learn.
Behaviour, in and out of classrooms	Behaviour in lessons is satisfactory and it is good around the school.
Personal development and relationships	Personal development is good. Older pupils enjoy the extra responsibilities they are given. The quality of relationships is good and a strong feature of the school community.
Attendance	Overall attendance is broadly satisfactory, but unauthorised absence is above average.

TEACHING AND LEARNING

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

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.

The quality of teaching in the small number of lessons seen was never less than satisfactory. Of these lessons, 38 per cent were judged to be good. In the best lessons, teachers' good subject knowledge and use of effective methods and strategies, for example in some of the literacy and numeracy sessions, captures the attention of the class for the whole lesson. Good planning ensures that pupils are fully aware of what is to be learned, and incisive questioning reflects the teachers' high expectations. In these lessons, teachers have good management strategies and high expectations of behaviour. However, in 25 per cent of lessons seen, a small number of pupils made slow progress because they were not attentive throughout the lesson. Pupils with special educational needs and other pupils withdrawn for additional support are given tightly-crafted tasks which are challenging and closely match their needs. In consequence, they achieve well and make particularly good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced. The National Literacy and Numeracy Strategies have been successfully introduced. Pupils are given good opportunities to improve their literacy skills through good curricular links, particularly in Key Stage 2. Information technology is used effectively to support the teaching in several subjects and the school has plans to develop this provision further. Children make good progress in the nursery because there is a good emphasis on the development of their formal skills in literacy and numeracy which reflect their needs.
Provision for pupils with special educational needs	The provision is good and pupils are given appropriate work matched to their needs. Pupils benefit from effective support when working individually or in small groups away from the main class. The detailed individual education plans are used well to help with assessments.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are made aware of other cultures and beliefs through the curriculum, and in assemblies. The provision for both moral and social development is also good. The pupils know right from wrong and relate well to each other. Spiritual development is satisfactory. Some aspects of the school's curriculum enable pupils to reflect on events and on their lives.
How well the school cares for its pupils	There are good procedures to ensure that pupils are well cared for. Staff know the pupils well and take great care of them in a safe and supportive environment. Effective child protection procedures ensure that staff are sensitive to the needs of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is conscientious and committed to raising standards and improving the quality of pupils' learning experiences. The absence of key staff has, however, weakened the senior management, in spite of effective interim arrangements.
How well the governors fulfil their responsibilities	Governors, several of whom are new to their role, are knowledgeable and supportive of the school. They are keen and bring a good range of expertise to shape its direction.
The school's evaluation of its performance	Systems for monitoring the quality of teaching have been established, although the information gained has yet to have a full impact. Information from assessment and test data is used to help with planning. The school is establishing good strategies to identify the value added to its work.
The strategic use of resources	Financial administration and planning are good. The school makes good use of its resources and it budgets carefully to support the priorities identified for improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They make good progress. • The good teaching. • The school is approachable. • High expectations. 	<ul style="list-style-type: none"> • Homework that is consistently set and marked. • The effectiveness of the liaison with parents. • Information about progress. • How well the school is managed. • The range of activities outside lessons.

Inspection evidence supports most of the positive features expressed by parents in response to the questionnaire and at the meeting of parents with the registered inspector. The quality of teaching seen was satisfactory, with examples of good teaching and high expectations in some lessons. Evidence of homework seen in pupils' books was satisfactory and supports their learning. Despite poor weather conditions, extra-curricular activities took place during the inspection. The governors have put appropriate measures in place to cover the absence of key staff, but the school's management has been significantly affected because it is unable to plan strategically. This is due largely to the long-term absence of the deputy head and the uncertainty about the resolution of this problem. The governors bring a range of expertise and are in the process of establishing their roles in shaping the school. The school makes good efforts to keep parents informed through regular open evenings and frequent informative newsletters which make particularly good use of the school's own information technology. However, a key factor, which emerged from the parents' meeting, and from the analysis of their questionnaires, is the parents' perceived lack of communication between the school and home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, attainment in English is well above average and it is above average in mathematics and science.

1. The results for the 1999 national tests show that standards at Key Stage 2 were well above the national average in English, and they were above average in mathematics and science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were very high in English, and above average in mathematics and science. The proportions of pupils reaching levels above those expected for their age were well above the national average in English and above in mathematics and science. Over time, there has been an improving trend in all three subjects and standards in mathematics have improved steadily year on year. The most recent results showed a significant improvement in the performance of girls in English, although the performance of boys also improved. The performance of girls in science has improved steadily over recent years, and at a faster rate than that of the boys. The school has set targets for English and mathematics for the Year 2000 which reflect its commitment to high standards, and the most recent results indicate that it is on its way to achieving them.

2. Evidence gathered during the inspection indicates that pupils aged 11 are working at levels above or well above those expected for their age in English, mathematics, and science. Pupils with special educational needs make very good progress when they are withdrawn for specialist support, and good progress overall. Their needs are identified as soon as possible after entry to the school, so that they can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Careful monitoring of progress and regular adjustment of targets means that these pupils sustain a good quality of learning, and few pupils require a statement of special needs.

3. Literacy skills are used effectively to reinforce learning, and pupils achieve well in English. By Year 6, pupils benefit from a wide range of experiences, including studies of Shakespeare and modern children's writers. Pupils take part confidently in class discussions, and some show good skills when talking in groups. The enthusiasm with which pupils read is a significant strength. Many pupils have a good range and depth of reading experience, and they read fluently. Pupils write increasingly for a range of reasons and different readers. Formal skills, such as punctuation and spelling are well developed. The large majority of pupils organise their writing into paragraphs. The higher attainers make use of punctuation in sentences and spell with accuracy. They are competent writers who express themselves well in some extended pieces of writing. They write with confidence and use joined-up writing. The lower attainers produce limited amounts of written work, which is often untidy, and with inaccurate spellings. Although all pupils receive satisfactory opportunities to write independently throughout the school, the quality of the work often lacks interest and a rich range of vocabulary.

4. Pupils develop a confident understanding of the number system and become increasingly proficient in mental computation as they move through the school. This is a strength which underpins the high attainment towards the end of Key Stage 2. Most pupils benefit from regular practice and from opportunities to discuss different strategies. Progress in acquiring mental skills is good. Talented pupils are challenged further when they are given additional support when working in small groups. For example, pupils in Year 6 were stretched when working with co-ordinates in four quadrants. In science, pupils have a good breadth of understanding of all aspects of the programmes of study of the National Curriculum. Their knowledge of physical processes is particularly good. Pupils benefit from the good emphasis on practical investigations, and they predict what will happen and understand the concept of a fair test. Higher-attaining pupils begin to apply ideas about physical processes and confidently suggest a variety of ways to make changes, such as varying the amount and type of insulation around a source of sound.

5. Pupils with special educational needs make good progress in English and mathematics when they are withdrawn for specialist support, and they make good progress overall. A particular strength of the provision is that their needs are identified as soon as possible after entry to the school, so that they can be given appropriate individual education plans. Targets in these plans are clear, specific and suitably challenging for academic and personal development. Careful monitoring of progress and regular adjustment of targets means that these pupils sustain a good quality of learning, and few pupils require a statement of special needs.

Children aged under five achieve well in the nursery, particularly in their literacy and numeracy skills, and in their personal and social development.

6. By the time they are aged five, children attain the standards expected nationally. The quality of learning is generally good and children with special educational needs are identified early and given good support. The development of children's personal and social skills underpins all the work. The children benefit from a good range of activities which are used to encourage independent working habits. Staff use their confident and friendly relationships with children to intervene when necessary and encourage children to listen to others, to share and take turns. A particular strength of the teaching is the emphasis placed on the children's learning of formal literacy and numeracy skills. Speaking and listening skills are developed well, for example when the teacher works with children in group activities. Children learn and use new vocabulary and they gain confidence in speaking. Children make good progress in developing reading skills and most benefit from support at home. They enjoy listening to stories and sharing books. Children learn that print conveys meaning and learn to recognise their own names, some letter shapes and sounds. The teaching of phonics is good and children enjoy reading. Children have good opportunities to develop early writing skills and to understand the purpose of writing. Children use marks, symbols and letter shapes. Higher attainers write independently and confidently with good letter formation and some awareness of full stops. Early spelling skills are well developed when the teachers work with children in small groups. Children count with increasing confidence and work with the teacher to investigate numbers. Teachers take every opportunity to promote the use of number and mathematical language as children play.

Pupils have good attitudes to their work and they want to achieve. They enjoy good relationships with one another.

7. Pupils have good attitudes to school and to their learning. A high proportion of parents (95 per cent) indicated in their response to the questionnaire that their children like coming to school. Pupils are happy to be in school and to play a full part in their lessons. Some pupils are highly motivated to achieve well in lessons; they are stimulated by thought-provoking and well-focused tasks which capture their interest and encourages them to think for themselves. For example, a small group of higher attainers in Year 6 were fully engrossed in a mathematics lesson which encouraged them to think about their previous work and apply their knowledge to the new set of challenges. In consequence, they made good gains in their knowledge and understanding of co-ordinates.

8. Relationships between pupils, and between pupils and adults are good. Pupils are mostly supportive of one another in the class and around the school. Teachers help to cultivate the mutual respect that exists within the school. Pupils are keen to carry out tasks and, when given the opportunity, they behave sensibly and take their responsibility seriously. A significant factor in helping pupils' personal development through the school is that the group-work routines, such as those used in the teaching of literacy and numeracy, have been well established. Towards the end of Key Stage 2, pupils work with a maturity, and persevere in finding their own solutions.

There is good provision for pupils' moral, social and cultural education.

9. In keeping with the findings from the previous report, a strength is the consistent approach by staff in dealing with moral issues. The school's aims underpin moral development and this is reflected in the behaviour policy which, in the main, is consistently applied throughout the school. Staff are sensitive to the pupils' needs and they value the contribution they make. For example, children in the nursery were given good opportunities to value one another's contribution during circle time when sharing some food. The school places a strong emphasis on social skills. In assemblies, which are used well to promote a community atmosphere in the school, pupils are confident when responding to questions due largely to the caring approach taken by teachers and other adults. When pupils are withdrawn from lessons, they are encouraged to share resources and listen carefully to one another. Pupils' sense of citizenship is developed through some good opportunities to discuss and reflect upon environmental issues. Older pupils respond well to the range of responsibilities given them within the school. Many opportunities are provided for pupils to appreciate and to contribute to the community in which they live through trips to Epping Forest, and when pupils in Year 5 attend a residential camp. Pupils are encouraged to appreciate and to develop their knowledge of British culture and traditions through visits to places of cultural and historical interest. For example, pupils visit art galleries, museums and they have experienced the features inside the Millennium Dome. There are also well-planned opportunities for pupils to understand and to appreciate the diversity and richness of other cultures and faiths. This is achieved through visits to a local synagogue and other places of worship, studying the religious education syllabus, themes in assemblies, and when pupils study art, music, and food, from other cultures as well as their own.

WHAT COULD BE IMPROVED

The re-establishment of a permanent senior management team to further develop strategic planning.

10. In spite of the efficient day-to-management of the school and some strengths in monitoring the quality of teaching and learning, the headteacher has not been helped in this task by the absence of some key staff. The recent absence of the English co-ordinator inhibited the school's good introduction of the Literacy Strategy, although staff evaluated each other's teaching following their involvement in a training programme. Since her return, the development of the subject has been monitored well and she has already taken steps to improve the quality of writing. The long-term absence of the deputy head has caused uncertainty. Within the limitations of her temporary role, the acting deputy head is giving good support to the professional development of staff by identifying their needs and organising training. She also acts as a liaison between school and home. However, the school does not benefit from an established senior management team to oversee the work of the school, and plan strategically for its development.

The quality of pupils' writing skills, particularly in Key Stage 1.

11. The results for the 1999 national tests show that standards at Key Stage 1 matched the national average in reading but they were below them in writing. When these results are compared with schools which have a similar proportion of pupils eligible for free school meals, standards were below in reading and well below in writing. The performance of girls showed a marked decline. The school explains that these low standards were due to the higher than usual number of pupils with special educational needs who took the tests. The majority of pupils with learning difficulties were girls. The proportion of pupils reaching the higher level was close the national average in reading and writing.

12. Evidence from the inspection shows pupils currently in Year 2 have writing skills which are close to the national expectation. However, there was little evidence to show that a significant number of pupils are working at the higher level. Pupils are given plenty of opportunities to write independently, and they are encouraged to develop good formal skills of punctuation and spelling. However, insufficient emphasis is placed on the content of pupils' written work, which often lacks interest, or on the variety and richness of the vocabulary. The school has recognised that pupils benefit from regular, formal writing sessions in Key Stage 1, although the skills are not transferred into every-day work. For example, only some of the higher attainers are beginning to use joined-up writing when recording or writing for different reasons in English and other subjects.

The strengths in teaching so that it is consistently good throughout the school.

13. Pupils benefited from good teaching in just over a third of the lessons seen. Where practice was good, teachers used a good range of methods and strategies to support learning. Those teachers who have established a good rapport with pupils manage groups well while focusing their attention on individual pupils. In the good lessons, pupils made good progress because they were given interesting tasks which were well paced. The activities were well managed and there was almost a seamless change from one task to another. For example, pupils in reception made good gains in their literacy skills because no time was lost between

the whole-class session and the group activities. In this session, the pupils also benefited from the high level of close support which helped them to concentrate on their phonics. In science, pupils in Year 6 achieved well because incisive questioning helped them to think about what they had learned about sound and apply the knowledge to an investigation. For example, some pupils used their understanding of how sound travels to plan different tests using a range of materials to subdue the sound. Pupils were fully involved with the lesson because the task interested them and they were encouraged to contribute to the discussion. The brisk pace of a lesson involving pupils in Years 3 and 4 provided pupils with challenging work which built on their earlier learning. Pupils with special educational needs and other pupils withdrawn for additional support are given well-chosen tasks which are challenging and closely match their needs.

14. The satisfactory teaching also had some good features, but lacked vitality and pace. Such teaching did not extend pupils' thinking enough nor did it create a thirst for knowledge. Pupils benefit most from consistently high expectations and well-planned lessons which create a determination to find out more about the subject. A feature in parts of a small number of lessons centred on the management of a few pupils who became inattentive because they were not sufficiently stimulated by the tasks. In about a quarter of the lessons seen, there were instances, which were not well managed, of inattention and restlessness, when a few pupils were not sufficiently stimulated by their tasks.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. The school should now:

- Re-establish a permanent senior management team which can help the school plan strategically and raise standards further;
- Plan the curriculum to include more opportunities for pupils to develop interesting and stimulating writing skills and extend their vocabulary in English and other subjects;
- Identify and share the good teaching practice that exists in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	5	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR- Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	234
Number of full-time pupils eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	4	71

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	93.3
National comparative data	94.1

Unauthorised absence

	%
School data	0.7
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	18	25	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	15	18
	Girls	21	20	22
	Total	38	35	40
Percentage of pupils At NC Level 2 or above	School	88 (78)	81 (88)	93 (87)
	National	82 (80)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	18	18
	Girls	20	22	22
	Total	37	40	40
Percentage of pupils At NC Level 2 or above	School	86(83)	93 (88)	93 (88)
	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	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	13	12
	Girls	14	10	13
	Total	25	23	25
Percentage of pupils At NC Level 4 or above	School	81(72)	74 (72)	81 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	13	13
	Girls	14	12	13
	Total	26	25	26
Percentage of pupils At NC Level 4 or above	School	84 (78)	81(75)	87 (88)
	National	68 (65)	69 (65)	75 (72)

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	6
Indian	2
Pakistani	11
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	6

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	2	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)	10.6
Number of pupils per qualified teacher	22
Average class size	29.5

Education support staff:

YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	89

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	33

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

Financial information

Financial year	1998/1999
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	£
Total income	508646.00
Total expenditure	505832.00
Expenditure per pupil	2126.00
Balance brought forward from previous year	50607.00
Balance carried forward to next year	53421.00

Results of the survey of parents and carers

Number of questionnaires sent out	268
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	5	1	0
My child is making good progress in school.	45	49	4	0	2
Behaviour in the school is good.	33	57	4	0	4
My child gets the right amount of work to do at home.	35	43	14	2	5
The teaching is good.	44	48	4	1	4
I am kept well informed about how my child is getting on.	23	54	17	7	0
I would feel comfortable about approaching the school with questions or a problem.	48	40	8	4	0
The school expects my child to work hard and achieve his or her best.	43	43	7	0	6
The school works closely with parents.	27	49	15	5	4
The school is well led and managed.	29	45	14	8	4
The school is helping my child become mature and responsible.	33	50	8	1	7
The school provides an interesting range of activities outside lessons.	13	27	43	13	4