

INSPECTION REPORT

BIRDWELL PRIMARY SCHOOL

Long Ashton, Bristol

LEA area: North Somerset

Unique reference number: 109083

Headteacher: Mrs G Gething

Reporting inspector: Mrs Fran Gillam
21498

Dates of inspection: 7th – 8th February 2000

Inspection number: 188474

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: 4-11 years

Gender of pupils: Mixed

School address: Hollis Close
Long Ashton
Bristol

Postcode: BS41 9AZ

Telephone number: 01275-392496

Fax number: 01275-394855

Appropriate authority: The Governing Body

Name of chair of governors: Mr Douglas Muir

Date of previous inspection: 20th May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs Fran Gillam	Registered inspector
Mr Ernest Marshall	Lay inspector
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By the age of 11 years, standards are high in English and above average in mathematics because the skills of numeracy and literacy are taught effectively.

The pupils have very good attitudes to school, they behave very well because teachers have high expectations of what the pupils can achieve and they manage their behaviour effectively.

There is effective leadership by the headteacher, together with the staff and governors, she sets clear targets for improving the work of the school further.

The pupils' needs are met effectively because the staff know the pupils well. This reflects in the high level of care for all pupils.

The parents support the work of the school very well because there are excellent relationships between staff and parents.

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The evaluation of what is working well, and not so well in teaching, is not rigorous enough to help individual teachers improve.

The pupils' work is not always neat enough because teachers are not consistent in requiring a suitable standard of presentation.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Birdwell is smaller than most primary schools. It has 128 pupils on roll and caters for boys and girls aged from four to 11 years. There are 19 children who are aged four years and they attend school full-time. Most children's attainment on entry is typical of that found nationally. Seventeen per cent of pupils have special educational needs, which is in line with the national average. However, the percentage of pupils with statements of special educational needs (2.4%) is above the national average. Three per cent of pupils come from homes where English is not the first language spoken, this is above the national average. Fourteen per cent of pupils are eligible for free school meals, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Birdwell is an effective school. By the time pupils leave the school, standards are high in English and above average in mathematics, this is because much of the teaching is good and in Year 6 it is particularly effective. The headteacher uses the teachers' expertise well and there is strong teamwork; the staff share a common goal to raise standards further. The governors support the work of the school very well. They have a clear understanding of what works well and where the school needs to improve further. The school provides good value for money.

What the school does well

- By the age of 11 years, standards are high in English and above average in mathematics because the skills of numeracy and literacy are taught effectively.
- The pupils have very good attitudes to school, they behave very well because teachers have high expectations of what the pupils can achieve and they manage their behaviour effectively.
- There is effective leadership by the headteacher, together with the staff and governors, she sets clear targets for improving the work of the school further.
- The pupils' needs are met effectively because the staff know the pupils well. This reflects in the high level of care for all pupils.
- The parents support the work of the school very well because there are excellent relationships between staff and parents.

What could be improved

- The evaluation of what is working well, and not so well in teaching, is not rigorous enough to help individual teachers improve.
- The pupils' work is not always neat enough because teachers are not consistent in requiring a suitable standard of presentation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in May 1996, Birdwell Primary has made good progress. Standards in English, mathematics and science have risen. In English and mathematics they are now higher than average. Teaching has improved; pupils learn the right things for their age and attainment because lessons build effectively on what they have learned before. The governors are now fully involved in all aspects of school development planning. They have effective arrangements in place to evaluate the success of the developments taking place; holding themselves and the staff accountable for the targets being met effectively. The curriculum now ensures that there is a suitable amount of time given to teaching each subject. The stronger emphasis on literacy and numeracy impacts positively on pupils' learning reflecting in the high standards in these areas.

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

Standards by the time pupils leave the school have risen since the time of the last inspection. When children start school standards are broadly average. By the time pupils are 11 years old, standards are high in English and above average in mathematics, pupils' achievement is good based on their attainment on entry. This is mainly because the teaching of literacy and numeracy has a significant impact on the standards in English and mathematics, particularly in Year 6. When standards are compared to those schools of a similar background to Birdwell Primary, standards are high in English, above average in mathematics and average in science. In science, the percentage of pupils attaining the average level and above shows an upward trend since 1996, keeping pace with the improvements in the national average. From the careful analysis of pupils' performance in tests and assessments carried out throughout the year, the school has set realistic targets for the Standard Tests in 2000 and 2001.

Standards by the age of seven years had been improving year-on-year but took a dip last year. The year group sizes vary from year-to-year and last year's Year 2 had only 14 pupils. Within the year group there was a high number of pupils with special educational needs. This had a negative impact on the standards attained in 1999. The school has monitored the performance of pupils in this year group since they started in the reception year. The trend in their achievement is upwards and these pupils have done well since starting school in 1996. There is a good programme of support in place to help these pupils to improve further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils are interested and keen to get on with their work. They settle quickly to the tasks and work hard.
Behaviour, in and out of classrooms	Very good: Pupils wait their turn, are polite and courteous and move around the school sensibly.
Personal development and relationships	Very good: Pupils work well together, they enjoy sharing their ideas and support one another successfully. Their relationships with each other and the staff are very good.
Attendance	Good: Pupils enjoy coming to school and they attend regularly.

Older pupils in Year 6 work with and support each other extremely well because they draw on each other's strengths and learn well from any errors they make. They work independently and organise themselves very well because of this they make good gains in their learning.

TEACHING AND LEARNING

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

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

The teaching is good; in 100 per cent of lessons teaching was satisfactory or better. Over 40 per cent of all lessons were very good or excellent and 71 per cent of lessons were good or better. The teaching is excellent in Year 6; teaching makes good use of pupils' observations as points for discussions or to provide greater understanding. Pupils in Year 6 are effective in identifying how well they are doing and what they need to do next because teaching encourages them to question their ideas and check their work. Throughout the school pupils are making good gains in their learning. Teachers explain things clearly and teach numeracy and literacy well because they have a good understanding and knowledge of the subjects. Teachers' questions encourage pupils to think more deeply, because of this, pupils explain the methods they use clearly. The pupils are learning the right things for their age and attainment because teachers plan lessons carefully, building effectively on what has been learned before. However, teachers are not consistent in their expectations of how pupils present their written work because of this, pupils' work is sometimes untidy

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: The curriculum offers a broad range of activities, both within lessons and out of school. The quality is good and supports pupils' learning effectively. Information and communications technology supports pupils work in other subjects, and particularly well in literacy and numeracy.
Provision for pupils with special educational needs	Good: Pupils with special educational needs have good support both in class or when withdrawn to work individually or in small groups. The effective assessment and recording arrangements ensure these pupils have work that allows them to make small steps of success; building their confidence and self-esteem well.
Provision for pupils with English as an additional language	Good: Pupils who have English as an additional language are supported well. They are fully integrated in lessons because they are drawn into discussions by careful questioning. They follow the same curriculum as other pupils. When on extended holidays to their country of origin, the school provides suitable work that allows these pupils to continue with their education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: The staff set positive role models, because of this pupils have a clear idea of the difference between right and wrong. Teachers provide many opportunities for the pupils to work together. Older pupils know that they must take responsibility for their learning because staff set out clearly their expectations. There are good links with other countries and these are used well to promote greater understanding of different cultures.
How well the school cares for its pupils	Good: The staff know the pupils well and because of this they support pupils effectively. There are effective arrangements for tracking pupils' progress, these give a clear picture of pupils' strengths and weaknesses on which teachers can build or focus extra support.

There is an extensive range of extra-curricular activities they contribute well to the curriculum on offer. The school is rightly proud of its musical achievements. The orchestra, recorder groups and singing club contribute well to pupils' achievements in music. The literacy and numeracy strategies work well and have a positive impact on teaching and learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: The headteacher uses the expertise of the staff wisely and because of this, curriculum co-ordinators provide effective support for their colleagues. The staff work effectively together, they share a common goal to improve and raise standards further.
How well the governors fulfil their responsibilities	Very good: The governors recognise the challenges facing the school and take effective measures to manage these. They fulfil their responsibilities very well.
The school's evaluation of its performance	Good: The school analyses test results and assessments and make good use of these to target improvements. Classroom observations have led to developments, for example, in spelling throughout the school.
The strategic use of resources	Good: funding is used well to direct resources for supporting teaching and learning. There is an impressive amount of computers and the grounds of the school are attractively developed. Both are making a positive contribution to extending pupils' information and communication technology skills and their understanding of caring for the environment.

The governors seek best value for money. They channel funding upon meeting targets in the school development plan, which are focused well on raising standards. A programme of classroom observations is well underway and has led to some important developments in the curriculum. However, it is not as effective in identifying what works well and what needs further improving in individual teachers' work.

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 teaching is good and they are kept well informed about how their children are getting on. ▪ The school is well led and managed and it works closely with parents. ▪ Their children enjoy coming to school and they are making good progress. ▪ Behaviour in the school is good and the school is helping their children become mature and responsible. 	<p>The parents are very satisfied with the work of the school. In the return of questionnaires and at the parents' meeting the parents did not raise any areas that they wished to see improved.</p>

The inspection supports the positive views of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11 years, standards are high in English and above average in mathematics because the skills of numeracy and literacy are taught effectively.

1. Throughout the school teachers have a clear understanding of how to teach literacy and numeracy. They plan lessons well because they build effectively on what pupils have learned before. From the reception class through to Year 6, pupils are gaining a good understanding of technical terms because teachers explain things clearly. Pupils use the terms effectively to describe what they are doing. For example, a pupil in Year 6 explains the methods used to calculate the percentage of a whole number and explains how she checks her work using 'inverse operations'.
2. There is good pace to lessons because pupils settle quickly to their work. This is because teachers set out clearly what they want the pupils to learn by the end of the lesson. This gives a purpose to what the pupils are doing and prepares them well for the activities. During discussion, teachers encourage pupils to share their ideas. For example, in Year 2, pupils gave some good reasons why the poem started at the bottom of the page. They identified how the words " fly up into the sky like the crows in the poem". Throughout the school, teachers use questioning effectively. They encourage pupils to think about their answers, look for patterns in what they are doing and to make use of what they already know. This is particularly effective in Year 6, and here pupils draw sensible conclusions from the poetry they read. They justify why they feel the poem is written from a child's point of view by making references to the words used. If pupils develop misconceptions the teacher is skilful at turning it into a teaching point and using the opportunity to good effect to check out other pupils' understanding. These strong features of teaching contribute well to the standards pupils attain in English by the time they leave the school.
3. Information and communications technology supports pupils work particularly well in literacy and numeracy. In Year 5, for example, brighter pupils prepare a school brochure; redrafting their writing using a word processor program. They competently select the style of font, use a spelling checker correctly and alter text.
4. In numeracy, setting time targets for pupils to work to is effective in keeping pupils motivated and on task. The pupils are totally absorbed by what they are doing and accurate in their calculations. Teachers of younger pupils understand the need for practice and consolidation and pupils develop a good understanding of, for example, counting on from the largest number or counting in twos. Pupils of all attainment are fully involved in activities because teachers devise tasks that stretch the brighter pupils whilst allowing lower attaining pupils to succeed. A good example of this was in Year 1 when pupils added sets of coins. Lower attaining pupils explained how they 'kept the largest number in their head and added on the smaller'. Average attaining pupils counted the two pence coins using multiplication facts successfully and brighter pupils developed this further by counting on in twenties using both their knowledge of the two times and ten times multiplication tables.
5. By Year 6 pupils use their knowledge of number bonds and multiplication facts to good effect. They quickly calculate totals, solve problems and explain the methods they use clearly. They have a good grasp of mathematical terms and use these easily to describe what they have found out. They use what they already know to help them solve more complex problems. For example, when calculating the percentage of a number, shown as a decimal, they quickly use their knowledge of place value to move the digits to the

right and find the correct answer. These positive features of numeracy and the excellent teaching in Year 6 contribute very well to the standards in mathematics.

The pupils have very good attitudes to school, they behave very well because teachers have high expectations of what the pupils can achieve and they manage their behaviour effectively.

6. Pupils of all ages are keen to learn. They enjoy school and show enthusiasm in what they are doing. Their interest and their thirst for new learning contribute very well to the standards they attain. Pupils of all ages enjoy a challenge and work well together, sharing ideas and equipment sensibly. Almost all of them get on with their work and concentrate hard on what they are doing. This makes lessons move at a brisk pace because teachers are able to get on with teaching.
7. In all lessons, the teachers make it clear to the pupils what they expect from them in their work and behaviour. The pupils are confident that their efforts will be valued because teachers listen to them and respect their ideas. This provides a good basis for learning and pupils want to do well and behave properly because they know it is the right thing to do.
8. Older pupils, in particular, support each other very well, they draw on each other's strengths and they are patient and considerate towards their classmates. They enjoy excellent relationships with each other and the teacher, this gives them the confidence to 'have a go' and to learn from their errors. They identify where they need further practice because the teacher encourages them to assess how well they are doing. This allows the pupils to set targets for improvement and to take responsibility for their own learning. The teacher in Year 6 manages the pupils extremely well; there is no need to remind them of her expectations of behaviour because the pupils have excellent attitudes towards their school work.

There is effective leadership by the headteacher, together with the staff and governors, she sets clear targets for improving the work of the school further.

9. The subject co-ordinators are effective. The headteacher draws on the expertise and enthusiasm of the staff to channel their strengths where it has the most impact. This ensures that curriculum developments are supported well and staff receive well focused support with, for example, planning and teaching ideas. The headteacher ensures that subject co-ordinators check teachers' planning, look at pupils' work and that they are involved in classroom observations. All of these activities provide a good view of what pupils' are learning and whether aspects of, for example, numeracy and literacy are being covered sufficiently well. Together with the analysis of test results and termly assessments these provide a secure basis on which to plan developments for the future.
10. The school development plan is an effective tool for setting targets for improvement. It is well conceived and both staff and governors are fully involved in its formulation. The governors keep a careful eye on how the priorities are developing and require a full explanation on whether the targets are being met successfully. They are well aware of the challenges facing the school. They provide very good support for the headteacher and staff and work effectively through their committees and working parties.
11. There is strong teamwork at all levels and this is very much based upon the clear view that the headteacher, staff and governors have of where the school's strengths lie and what needs to be improved further. They work together well and share a common goal to raise standards further and to provide a good level of education.

The pupils' needs are met effectively because the staff know the pupils well. This reflects in the high level of care for all pupils.

12. There are effective arrangements in place to monitor the pupils' progress. Assessments of how well pupils are doing are rigorous. They provide a clear picture of what the pupils can do and what they need to do next. This ensures that work is planned effectively to build on what pupils have learned already and to focus support for individuals. The school sets realistic targets for pupils based on this information, this is shared with parents (in addition to those targets highlighted in the pupil's annual report), and parents welcome this innovation because it gives them the opportunity to help their child at home. Pupils' personal development is also monitored effectively and because of this teachers know their pupils well. The school maintains weekly records of behaviour and this is shared with parents and appropriate action taken if required. Much of this information on pupils' academic and personal progress is kept in the pupils' personal files. These are comprehensive and give a clear picture of pupils' progress from starting school through to Year 6.
13. The school uses the analysis of pupils' progress well to target support for pupils with special educational needs. These pupils are integrated well in lessons because teachers pose questions to include them in discussion or whole class session in numeracy and literacy. When withdrawn to work in small groups the work is well focused and provides small steps of success. This builds the pupils' confidence and self-esteem and ensures they develop the basic skills of numeracy and literacy appropriately.
14. Pupils with English as an additional language also benefit from these rigorous assessments. They make good progress and have full access to the curriculum. Teachers draw on these pupils' cultural heritage to help with teaching, for example, about the Muslim faith, this emphasises the importance of their cultural background and gives them the confidence to talk in large groups.

The parents support the work of the school very well because there are excellent relationships between staff and parents.

15. In the return of questionnaires and at the parents' meeting the parents expressed firm confidence in the school. They are pleased with the progress the school has made since the last inspection and the range of opportunities provided for pupils. The school prospectus provides clear information for parents about the curriculum and the day-to-day routines of the school. Parents are well informed about initiatives such as the introduction of the literacy and numeracy strategies. Meetings held for parents provide opportunities for discussion and give parents useful ideas about how they can help their children.
16. The parents welcome the opportunity to work more closely with teachers and at the start of this academic year parents were invited to be involved in setting targets for their children. As a result of this work, parents feel they are able to give valuable support to their children. Almost all parents support their children with the work they are expected to do at home. Younger pupils take books home to share and older pupils have homework on a regular basis. This is of good quality and extends the work being done in class. This, along with regular meetings, provide parents with a clear understanding about how well their children are doing and how they can help them further.
17. Parents' views are sought on a range of issues, they are listened to and their comments valued. The formulation of the home/school agreement went smoothly because from the outset parents, teachers, governors and children worked together successfully. Parents have many opportunities to be involved in the life of the school. There is an active Parent Teachers Association, they support the school well in activities such as fund

raising and give practical help such as decorating. Parents work hard for the school because they know their efforts are appreciated and that their children are well cared for.

WHAT COULD BE IMPROVED

The evaluation of what is working well, and not so well in teaching, is not rigorous enough to help individual teachers improve.

18. The school has a programme of classroom observations that are carried out regularly. These observations are effective in identifying areas for improvement, particularly in the curriculum and for some aspects of teaching. As yet, they are not as effective in identifying individual teacher's strengths and areas for improvement. This is because the observers are not precise enough in identifying the link between what the teacher is doing and how the pupils learn in the lesson. Whilst some observers have set targets for individual teachers, this is not the common practice. At present, there is no system in place to measure how well individual teachers are meeting any targets set and valuable opportunities for improving teaching further are not being capitalised upon.

The pupils' work is not always neat enough because teachers are not consistent in requiring a suitable standard of presentation.

19. Although the content of pupils' work is often good, in some classes too little emphasis is placed upon encouraging pupils to present their work appropriately. Although handwriting has been identified as an area for improvement, errors are not being picked up in some lessons. Pupils practise their handwriting skills but these do not always transfer successfully to their completed work and letters are still sometimes formed incorrectly. Older pupils produce some exciting and lively writing but spoil their efforts by not taking care, for example, making 'doodles' on their work, scribbling out mistakes and not using rulers to finish off one piece of work from another. This detracts from the overall quality of pupils' work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- (1) improve the arrangements for identifying what works well and not so well in teaching by:
 - ensuring that classroom observations make a closer link between teaching and learning;
 - ensuring that targets are set for individual teachers to help them improve further; and
 - ensuring that the success in meeting the targets is monitored, evaluated and further appropriate action taken.

- (2) improve the presentation of pupils' written work by:
 - ensuring that teachers consistently check pupils' writing and set suitable targets for individuals to improve;
 - ensuring that teachers consistently make clear their expectations of how written work should be presented.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	7
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
29	14	29	29			

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)	N/A	128
Number of full-time pupils eligible for free school meals	N/A	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

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	15

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.5	School data	0.0
National comparative data	5.4	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	11	3	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	3	3	2
	Total	13	13	12
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	86 (100)
	National	82 (81)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	9
	Girls	3	2	2
	Total	13	12	11
Percentage of pupils at NC level 2 or above	School	93 (100)	86 (100)	79 (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	5	13	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	4
	Girls	11	10	12
	Total	14	14	16
Percentage of pupils at NC level 4 or above	School	78 (83)	78 (79)	89 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	3
	Girls	11	10	11
	Total	14	13	14
Percentage of pupils at NC level 4 or above	School	78 (54)	72 (54)	78 (60)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	3
Pakistani	
Bangladeshi	1
Chinese	
White	123
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21.3:1
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	59.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	273857.00
Total expenditure	273654.00
Expenditure per pupil	2089.00
Balance brought forward from previous year	28879.00
Balance carried forward to next year	29084.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1		
My child is making good progress in school.	58	36	3	1	1
Behaviour in the school is good.	49	47	3		1
My child gets the right amount of work to do at home.	49	45	6		
The teaching is good.	65	32		1	1
I am kept well informed about how my child is getting on.	62	35	3		
I would feel comfortable about approaching the school with questions or a problem.	78	15	6		1
The school expects my child to work hard and achieve his or her best.	67	31			1
The school works closely with parents.	59	35	1		4
The school is well led and managed.	66	29	1	1	1
The school is helping my child become mature and responsible.	69	29			1
The school provides an interesting range of activities outside lessons.	66	24	4	1	1