

# INSPECTION REPORT

## **MUSKHAM PRIMARY SCHOOL**

North Muskham, Newark

LEA area: Nottinghamshire

Unique reference number: 122663

Headteacher: Mr G Boyall

Reporting inspector: Mr I H Jones  
2758

Dates of inspection: 4 - 6 July 2000

Inspection number: 188515

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street North Muskham Newark Nottinghamshire
Postcode:	NG23 6HD
Telephone number:	01636 702254
Fax number:	01636 702254
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Reynolds
Date of previous inspection:	4 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Muskham Primary School is situated in the village of North Muskham, which is four miles north of Newark, Nottinghamshire. Currently, there are two hundred and one boys and girls between the ages of four and eleven attending the school. The attainment of pupils on entry to the Reception Year varies from year to year, but overall is slightly higher than that found nationally for pupils of their age. Most pupils starting in the Reception Year have attended the school's part-time Early Years Unit. Ten per cent of pupils are on the school's register for special educational needs support, which is below the national average of twenty per cent. There are no pupils attending the school with statements of special educational needs. The number of pupils eligible for free school meals is well below the national average. Nearly all of the pupils attending the school come from a white British background and speak English as their first language.

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

This is a very popular school, which is heavily oversubscribed. Its good reputation is well founded. By the time the pupils leave the school at eleven years of age, the overall level of attainment is well above that found nationally for their age. The teaching observed during the inspection was never less than satisfactory. Teaching of the older pupils was of a consistently high standard and resulted in them making particularly commendable strides forward in their learning. Pupils' behaviour and their attitudes towards the school are excellent. The school is very well led and managed. The school provides very good value for money.

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

- Pupils make good overall progress as they move through the school. By the time they transfer to secondary education at the end of Year 6, the average level of attainment is well above the national average.
- The pupils' attitudes towards the school, their enthusiasm for their work, their behaviour and relationships with staff and one another are excellent.
- The school is well led and managed by the headteacher who is supported by a highly effective governing body.
- Teaching of high quality was observed during the inspection, particularly in the junior classes.

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

- The monitoring and recording of pupils' day-to-day progress to help guide teachers in planning what pupils need to learn next lacks a consistent whole school approach.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The overall development since the last inspection in March 1996 has been good. The school has ensured that the above average standards achieved by pupils have been maintained. The current headteacher, appointed in January this year, has assessed the development needs of the school accurately and is implementing improvements. The governing body has become very involved in supporting the work of the school. It effectively monitors the school's performance and provides a clear, long-term strategy for its development. The school has made good use of the nationally produced guidance for the curriculum to improve its schemes of work. Information and communication technology was identified in the previous inspection as an area for improvement. The school has recently created a computer room with ten networked computers. Teachers are now more confident in using computers and their computing skills are improving. The procedures for assessing pupils' day-to-day assessment, including marking of work, have improved considerably for the pupils in Years 4, 5 and 6. For the younger pupils, this remains an area in need of improvement. Pupils' behaviour and their attitude towards the school and their work have improved and are now consistently excellent.

## 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	A*	A	B
mathematics	A*	A*	A	B
science	A*	A	A	A

**Key**

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the last four years, the standards achieved by pupils have remained above the national average at the end of both key stages in the core subjects of English, mathematics and science. Pupils have achieved particularly well at the end of their Junior years (Key Stage 2). The work and test results (Year 2000 - unpublished) for pupils in the current Year 6 indicate that they are achieving at a level well above the standards found nationally for their age. The work of the older pupils in English is of particular high quality. The presentation and organisation of these pupils' work is also of a consistently high standard. The skills of literacy and numeracy are developed well as the pupils move through the school.

The school is making good progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have an excellent attitude towards all aspects of their school life. They are enthusiastic about their work and enjoy the wide range of opportunities provided by the school.
Behaviour, in and out of classrooms	Behaviour is excellent. Pupils settle quickly to their work without any fuss and co-operate fully in the learning process. They know and understand the routines of the school and rise to the high and consistent expectations of all the staff.
Personal development and relationships	Personal development and relationships are excellent. Pupils work well together, support one another in their learning and demonstrate mature social skills. They are given responsibilities from an early age to which they respond very positively. They take part in the school's council in a responsible way. They are confident, self-assured and by the time they leave the school are independent young people well prepared for the next stage in their learning.
Attendance	Consistently well above the national average. There are no recorded unauthorised absences.

Attitudes, behaviour, personal development, relationships and attendance are great strengths of the school and reflect the caring code, which is consistently implemented by all the staff.

## TEACHING AND LEARNING

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

For this short inspection, the inspectors visited the school for two days and observed the teaching of seventeen lessons. At least two lessons were observed in each class, with the exception of the part-time Early Years Unit where one session was seen. The teaching of English was observed in each class and mathematics in all but two classes. Although this is a small overall sample for a school of this size, it does provide a clear overview of the quality of teaching in the school.

The quality of teaching ranged from satisfactory to excellent. No teaching was seen which was judged to be less than satisfactory. Seventy per cent of teaching was good or better. Forty-one per cent was very good or excellent. The teaching of pupils under five and in Key Stage 1 ranged from satisfactory to good. In Key Stage 2, the teaching was of a consistently high standard. Of the nine lessons observed, seven were very good or excellent. Teachers have consistently high expectations of what pupils will achieve. The high quality teaching observed at Key Stage 2 promotes very effective learning by the pupils who, as a result, achieve at levels well above the national average.

The teaching of English and literacy skills was good overall. Only two mathematics lessons were observed in Key Stage 1. Although both were at least satisfactory, this is too small a sample to draw any secure

conclusions about the overall quality of teaching in the subject in this key stage. A mathematics lesson was observed in each class in Key Stage 2. The teaching in each of these lessons was of a high standard. During the teaching of all subjects of the school's curriculum, the teachers effectively develop the pupils' literacy and numeracy skills. The teaching of pupils with special educational needs is consistently good. Overall, the school is effective in meeting the needs of all the pupils.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad, balanced and enhanced by a wide range of extra-curricular activities. Literacy and numeracy skills are planned for as integral parts of the whole curriculum.
Provision for pupils with special educational needs	The school's provision and procedures for pupils with special educational needs are very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities for pupils to reflect upon their actions and thoughts and the impact that their actions have on others. Their understanding of other cultures is developed through all areas of the curriculum. The school plans carefully for the social and moral development of each pupil.
How well the school cares for its pupils	The school is a safe and secure learning environment. It has very effective child protection arrangements and procedures for ensuring pupils' welfare. The teachers know individual pupils very well and are able to monitor effectively their development and provide necessary support and guidance.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is effectively and efficiently led and managed by the headteacher. In the short time that he has been in post, he has gained a clear and accurate understanding of the strengths and weaknesses of the school and instigated improvements. He is well supported by all members of staff.
How well the governors fulfil their responsibilities	The governing body is fully and very effectively involved in the work of the school. Its members work very hard to support the school and fulfil their statutory responsibilities. The chair of governors provides energetic leadership of high quality.
The school's evaluation of its performance	The school effectively evaluates its own performance. It has a realistic understanding of its strengths and weaknesses and has in place long-term strategies for its improvement. The school makes good use of the analysis of assessment results to identify area for improvement.
The strategic use of resources	The governing body has a clear view of where the school is heading. It has made perceptive and accurate assessments of the school's long-term needs and put in place plans to support its priorities through careful financial planning. The school effectively employs the

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects all pupils to work hard and achieve their best.</li> <li>• The children like school.</li> <li>• The children are well taught and make good progress.</li> <li>• The school is well led and managed.</li> <li>• The school is effective in helping the children to become mature and responsible.</li> <li>• The school achieves high standards of behaviour.</li> <li>• The school is very approachable and very willing to discuss issues that may arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more information about how their child is getting on at school.</li> </ul>

The parents are very supportive of the school and consider that it is doing a very good job of educating their children. The inspectors agree with the positive views held by the parents.

The school provides parents with regular information about how well their children are getting on at school. The level of information provided is at least comparable with that provided by other schools. However, some parents felt that they would appreciate more information. The school is already reviewing its procedures and planning to respond to the wishes of the parents.

## **PART B: COMMENTARY**

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

**Pupils make good overall progress as they move through the school. By the time they transfer to secondary education at the end of Year 6, the average level of attainment is well above the national average.**

- 1 The inspection took place towards the end of the academic year. This enabled the inspectors to scrutinise work completed by the pupils for the whole school year. This produced clear evidence about the progress and attainment of pupils over time. Other evidence gained from the observation of work being undertaken in lessons, from talking to pupils about their work and from reviewing the teachers' records was used to reach secure judgements.
- 2 The attainment of pupils on entry to the Reception Year varies from year to year, but overall is slightly higher than that found nationally for pupils of their age. Most pupils starting in the Reception Year have attended part-time the school's Early Years Unit. The Unit provides a good introduction for the children to the life and work of the school. It effectively builds their confidence and helps them to make a positive start in the Reception Year. By the time the pupils commence full-time compulsory schooling, they are achieving standards across the curriculum that are generally above those found nationally for pupils of their age.
- 3 The progress made by the pupils in the Reception and Key Stage 1 is generally good and helps the pupils to gain a secure understanding of basic literacy, numeracy and science. By the end of Key Stage 1, more pupils attain the expected level (Level 2) than is found nationally. In 1999, for example, attainment in writing was very high, in reading it was well above and in mathematics was above the national average. The current Year 2 pupils are producing work at a standard above that expected nationally in the core subjects of English, mathematics and science. The skills of literacy and numeracy are being developed systematically by the pupils as they move through Key Stage 1.
- 4 Overall, pupils start Key Stage 2 (Year 3) attaining at levels above those expected for their age. This good start is very effectively built upon as they move through the key stage. The rate of progress increases considerably and in Years 4, 5 and 6 the pupils consistently make very good progress. The increase in the pace of learning has a marked effect upon the standards they achieve. Over the last four years, the end of Key Stage 2 national assessment results for English, mathematics and science have been consistently well above the national average. The work of the current Year 6 pupils provides clear evidence that these high standards have been maintained and there are indications that they will be reflected in the results of the national assessments for the current year. Pupils' assessment results and their work do not show any significant variation in attainment between boys and girls.
- 5 Pupils with special educational needs are well supported and, as a direct result, make very good progress towards achieving the targets set for them.
- 6 The previous report identified pupils' work with computers as an area for further development. The inspectors took special note of the pupils' knowledge and skills in this important area of the curriculum and concluded that their overall achievements were broadly comparable with pupils of

their age. The enthusiastic action being taken by the school to improve the provision and learning in this subject is having a positive effect upon the standards achieved.

- 7 The school sets targets each year for the results it expects pupils to attain in the national assessments. These targets are appropriately challenging and the indications are that the school is successfully moving forward towards achieving them.

**The pupils' attitudes towards the school, their enthusiasm for their work, their behaviour and relationships with staff and one another are excellent.**

- 8 The pupils find school an enjoyable experience. They talk enthusiastically about what they are doing and are proud of what they have achieved. This enthusiasm is very evident in lessons where the pupils settle to their work without fuss and take a full and active part in the learning process. The teachers skilfully harness this enthusiasm and build upon it to motivate the pupils and create a lively and effective learning environment. The views expressed by parents at their meeting with the registered inspector and the questionnaires returned show that they consider that their children like going to school. The excellent attitude towards all aspects of their school life has a very positive effect upon the pupils' rate of achievement throughout the school.

- 9 During the two days of the inspection, the pupils' behaviour in lessons and around the school was excellent. There were clear indications that this is the normal way in which they conduct themselves. The parents are very happy with the standards of behaviour in the school. The inspectors found the pupils a pleasure to be with. On all occasions the pupils were courteous, friendly and confident. The excellent standards of behaviour are a direct result of the way in which teachers manage the pupils. Teachers accept responsibility for all pupils in the school, not just those in their class. They are all consistent in expecting high standards of behaviour at all times. Pupils are clear about what is expected of them and strive to meet these high expectations. As a direct consequence of the excellent conduct of pupils, teachers are able to concentrate upon making teaching and learning an exciting experience that promotes effective learning. Relationships between the pupils and all staff are excellent. They work together in a partnership based upon mutual respect and a common goal.

- 10 From their earliest days in the school, the pupils are encouraged to take responsibility for their own work and to show initiative. The pupils were observed working harmoniously together, helping each other to overcome difficulties. Discussions between pupils during collaborative work helped them to tease out problems and find acceptable solutions. The teachers miss no opportunity to help pupils to develop their self-confidence and to acquire an understanding and respect for the views and feelings of others. For example, in a literacy lesson with the older Key Stage 2 pupils, they were given the opportunity to take the role of a character from a story the class was studying. In this role-play activity, the class asked questions of the 'character' to establish how they felt about their actions, their emotions and their situation. The pupils undertook this demanding role-play with great confidence, demonstrating considerable maturity and a perceptive insight into the motivations and feelings of the character from the story. The headteacher has introduced a school council into the school. This provides another opportunity for pupils to develop their confidence, social awareness and understanding of the needs of others.

- 11 By the time the pupils leave the school at the end of Year 6, they are confident, self-assured young

people, well prepared for the next stage in their learning.

**The school is well led and managed by the headteacher who is supported by a highly effective governing body.**

- 12 The headteacher leads and manages the school effectively and efficiently. He provides a clear educational direction for the development of the school based upon promoting effective learning and achieving high standards. At the time of the inspection he had been in post for nearly two terms and had already undertaken a full review of the work of the school. As part of this review, he has held meetings with groups of parents to establish their views about the effectiveness of the school. He has accurately identified the many strengths of the school and the areas that require further improvement. Aspects for improvement have been included in the school's management plan, with most being tackled with skilled, professional determination. The headteacher is effectively supported by all the staff and is well respected by the parents and governing body.
- 13 The governing body takes a full and active part in the life of the school and effectively fulfils its statutory responsibilities. The chair of the governing body provides energetic leadership of high quality and has, for example, taken the lead in establishing the information and communication technology room. The governors and the headteacher work closely together with a common agenda associated with raising the standards achieved by all pupils. The governing body makes good use of the analysis of assessment results to help identify areas for improvement. It has a clear view of where the school is heading and plans strategically to meet its long-term needs.
- 14 The school sets its budget with considerable care to ensure that money is appropriately spent on teaching staff, learning resources and maintaining the buildings and services. The school has a carry forward of money which has grown over the last two financial years. This money, however, forms part of the school's longer-term strategic planning. The school monitors its expenditure carefully and effectively employs the principles of best value.

**Teaching of high quality was observed during the inspection, particularly in the junior classes.**

- 15 During the two days of this short inspection, seventeen lessons were observed. A minimum of two lessons was observed in each class, with the exception of the Early Years Unit where one session was seen. As there was only a limited time available, the inspectors gave priority to observing the teaching of English and mathematics, focussing in particular on the teaching of the skills of literacy and numeracy. English lessons were seen taught in each class and mathematics in most classes. Although this is a small overall sample for a school of this size, it does provide a clear indication of the quality of teaching in the school. Evidence about the longer-term effects of teaching was gained from the examination of pupils' previous work and from the records of the teachers.
- 16 The quality of teaching overall ranged from satisfactory to excellent. Seventy per cent of teaching was judged good or better. Forty-one per cent was very good or excellent. No teaching seen in the school was judged to be less than satisfactory. The teaching for pupils under five years of age and at Key Stage 1 ranged from satisfactory to good. Fifty per cent of this teaching was good. The teaching in Key Stage 2 ranged from satisfactory to excellent. Of the nine lessons observed at Key Stage 2, seven were very good or excellent, representing seventy-eight per cent. The consistently high quality teaching observed at Key Stage 2 promotes very effective learning by the pupils who, as a result, achieve at levels well above the national average. The teaching of English

and literacy skills was good overall, and was very good in Key Stage 2. Only two mathematics lessons were observed in Key Stage 1 and this forms too small a sample to draw any secure conclusions about the overall quality of teaching in the subject at this key stage. A mathematics lesson was observed in each class at Key Stage 2. The teaching in each of these lessons was of a high standard. During the teaching of all subjects of the school's curriculum, the teachers effectively develop the pupils' literacy and numeracy skills. The teaching of pupils with special educational needs is consistently good and is supported by good, up-to-date guidance and records.

- 17 The teachers' expectations of the standards of work from the pupils in the last three years in the school are exceedingly high. Teachers ensure that these pupils are absolutely clear about what they do well and what they need to do next to improve further. Throughout the school the teachers manage the pupils well and employ a consistent approach to the pupils' personal and social development. Teachers in all classes skilfully use questions to move the pupils on in their learning. For example, in a mathematics lesson with younger Key Stage 2 pupils, the teacher varied the difficulty of the questions he asked to ensure that individual pupils were appropriately challenged. The learning process was made enjoyable for the pupils by the teacher's deep understanding of the subject and the humour he brought to the question and answer sessions. Acquiring the skills of numeracy was fun for the pupils.
- 18 Where teaching was judged to be satisfactory rather than good or very good, this was mainly as a result of the work set not being sufficiently focused upon the specific learning needs of all the pupils. Some pupils were not always completely clear about what was expected of them. On these occasions, a small number of pupils were not sufficiently stretched by the work they were expected to do. The teachers in the school do not have an agreed system for monitoring and recording the progress and achievements of pupils. The systems used for the older pupils are very good and include excellent procedures for marking pupils' work. The dating and marking of work for the younger pupils is very variable and does not follow a common procedure.

## **WHAT COULD BE IMPROVED**

### **The monitoring and recording of pupils' day-to-day progress to help guide teachers in planning what pupils need to learn next lacks a consistent whole-school approach.**

- 19 The school does not have an agreed procedure for monitoring and recording the progress of each pupil. Individual teachers have developed their own systems that, in the main, are effective. Teachers do know their pupils well. In discussion with teachers, it was clear that they have a good knowledge of where individual pupils are in the learning process. However, much of the very valuable information about what pupils know and can do is not recorded in an easily accessible way. Teachers with a new class, for example, do not have a clear understanding of what skills and knowledge pupils have acquired. The school has already identified this as an area for improvement.
- 20 The examination of pupils' work by the inspectors also showed that the school does not have an agreed approach to the marking and dating of pupils' work. The teachers of the older Key Stage 2 pupils have, however, developed a common approach that is very effective. The marking of books and the written comments made by teachers enable these pupils to have a clear understanding of their achievements and what aspects need further work. The work of these pupils was consistently dated. The dating and marking of pupils' work ensured that the progress made

could be tracked in detail and used by the teachers to guide the planning of future work. However, the work of the younger pupils was not consistently marked or dated. Much of this work was on separate sheets of paper and it made the task of tracking the pupils' progress over time very difficult. In addition, the pupils are unable to see clearly the advances they are making in their work.



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

- 21 To support the school's aim to raise further the standards achieved by the pupils, the school should now:

Improve the monitoring and recording of pupils' day-to-day progress and attainment by implementing an agreed procedure. Records should ensure that there is sufficient and appropriate information to guide teachers in planning what pupils need to learn next. The procedures for marking and dating of pupils' work should be agreed and implemented to enable previous work to form a part of the record of a pupil's progress and achievements over time. The school should build on the good practice currently employed in the school.

*Reference to this issue can be found in paragraphs 19 and 20*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	22

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	35%	29%	29%	0	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils eligible for free school meals	4

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	19

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

### Attendance

Authorised absence	%
School data	3.6
National comparative data	5.4

Unauthorised absence	%
School data	0.00
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	14	14	12
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	93 (91)	96 (91)	94 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	14	12	12
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	93 (88)	93 (83)	93 (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**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	14
	Girls	14	15	15
	Total	26	26	29
Percentage of pupils at NC level 4 or above	School	87 (100)	87 (100)	97 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	13
	Girls	14	15	15
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	87 (100)	83 (100)	93 (100)
	National	68 (65)	69 (65)	75 (71)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	180
Any other minority ethnic group	2

*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)	7
Number of pupils per qualified teacher	26
Average class size	30

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

Total number of education support staff	3
Total aggregate hours worked per week	20

#### **Qualified teachers and support staff: Early Years Unit**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999/2000
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	£
Total income	324070
Total expenditure	316314
Expenditure per pupil	2015
Balance brought forward from previous year	8284
Balance carried forward to next year	16040

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

### **Questionnaire return rate**

Number of questionnaires sent out	201
Number of questionnaires returned	101

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	60	36	1	0	3
Behaviour in the school is good.	69	30	1	0	0
My child gets the right amount of work to do at home.	47	39	7	1	5
The teaching is good.	70	26	2	0	2
I am kept well informed about how my child is getting on.	40	42	17	0	1
I would feel comfortable about approaching the school with questions or a problem.	74	24	1	0	1
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	53	42	5	0	0
The school is well led and managed.	71	27	0	0	2
The school is helping my child become mature and responsible.	61	37	0	0	1
The school provides an interesting range of activities outside lessons.	67	31	2	0	0