

# INSPECTION REPORT

## **MIDDLETHORPE PRIMARY SCHOOL**

Cleethorpes

LEA area: NE Lincolnshire

Unique reference number: 117789

Headteacher: Mr A Gould

Reporting inspector: Janet Gill  
18706

Dates of inspection: 10<sup>th</sup> to 12<sup>th</sup> July 2000

Inspection number: 189227

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:	5 to 11 years
Gender of pupils:	Mixed
School address:	Highthorpe Crescent Cleethorpes NE Lincolnshire
Postcode:	DN35 9PY
Telephone number:	01472 698185
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Jackson
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Middlethorpe Primary School has 244 pupils who attend full-time from Reception to Year 6. The school mainly serves the surrounding area of the seaside town of Cleethorpes with some children coming from outside the immediate locality. Children are admitted at the start of the year of their fifth birthday. Attainment on entry to the Reception class is below average. Of the children in Reception, four were not yet five years old at the time of the inspection. There are almost equal numbers of boys and girls. The standard admission number is 40; the school is oversubscribed for the first time for new entrants in the Reception class. The average class size is 30 pupils. Only two pupils come from homes where English is an additional language. The background of pupils is broad, but overall below average; 26 pupils (10.65 per cent) claim free school meals, which is just below average. The number of pupils identified as having special educational needs is above average; 52 pupils (21 per cent) have been placed on the register for special educational needs, of these two have statements.

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

Middlethorpe Primary School is a very effective school. It is a well-organised, caring and happy community. The quality of teaching is very good. Pupils are suitably challenged and they achieve very high standards by the time they leave the school. This was not the case in recent years at Key Stage 1. Standards have started to rise because a range of successful strategies has been put in place. The outstanding leadership of the headteacher, strongly supported by the staff and governors and coupled with exceptional teamwork and a very strong commitment to raising standards, result in a stimulating learning environment in which children have very positive attitudes and behave very well. The school uses its resources very effectively and provides good value for money.

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

- Standards in English and mathematics are particularly high by the time pupils leave the school at 11, owing to very good quality teaching, which has improved since the last inspection.
- The very good provision for pupils' spiritual, social, moral and cultural development and the religious education teaching, coupled with the care the school provides, help to ensure that children enjoy school, behave very well and form very good relationships with adults and other children.
- Since the last inspection there have been significant improvements in the curriculum. The curriculum offered is now very good. It is broad, balanced and relevant to the pupils' needs.
- The leadership of the headteacher is outstanding. Curriculum co-ordinators carry out their management role effectively. The very strong teamwork of all the staff helps to ensure that the school provides a very stimulating learning environment.

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

- Standards of work by the end of Key Stage 1 are not high enough; pupils have not made sufficient progress.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected last, in September 1996, Middlethorpe Primary School was found to have many strengths but there were also some areas for improvement. All the areas of weakness identified in the previous report have been successfully addressed. The standards achieved by pupils by the time they leave the school at 11 are now very good, although pupils in Key Stage 1 do not make enough progress. The results achieved by its pupils in the National Curriculum tests at the end of Year 6 have risen dramatically since 1996 and are now well above average. This upward trend has continued. Teaching has also improved. At the time of the last inspection teaching was satisfactory or better in 97 per cent of lessons, now it is good or better in all lessons. No unsatisfactory teaching was observed, and over two-thirds was very good or better. There are now schemes of work for all subjects; this ensures the quality and range of learning opportunities are very good. The role of the curriculum co-ordinators has been enhanced. They monitor planning and children's work carefully, and together with the headteacher and senior teachers, observe some of the teaching. The National Literacy and Numeracy strategies have been very effectively implemented. The strengths identified in the previous report have been maintained. The school is very well placed to improve still further.

## 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	C	C	A	A	well above average    A above average        B Average                C Below average        D well below average    E
Mathematics	C	C	A	A	
Science	C	C	B	B	

There has been a significant improvement in results since 1996: last year the rate of improvement was greater than that nationally. As a result, standards when children leave the school are well above those found nationally and they are also above the standards in similar schools. Standards in science were not quite as high as in English and mathematics in 1999, but they are still above average. The emphasis recently has been on English and mathematics. The school exceeded its targets in the National Curriculum Tests for 2000 in all three subjects. All pupils, including those with special educational needs, have achieved high standards. Improvement is also evident in IT. Pupils' skills are developing well and standards are beginning to rise. This is due to the commitment from the headteacher, co-ordinator and all staff to develop and resource IT well. Standards are high in religious education (RE) pupils have a very good understanding and knowledge of Christianity and other world faiths, such as Hinduism and Judaism.

Children enter the Reception class with attainment generally below average. They make good progress and by the end of Reception, attainment is around the national average, with some higher attainment in aspects of mathematics and personal and social development. Pupils in Key Stage 1 have not made sufficient progress in the past but standards are now beginning to rise. Results in the 1999 National Tests were well below average. They have improved in the recent tests, particularly in reading and mathematics. Inspection evidence supports the test data.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good. Pupils show a keen interest in school life.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. There is a total absence of any oppressive behaviour and the school has not excluded any pupils.
Personal development and relationships	The personal development of pupils is very good. Relationships between staff and pupils, and pupils themselves are very good. They work and play harmoniously together. Pupils display a great respect for others, are very willing to take responsibility and show initiative.
Attendance	Attendance rate at the school in the 1998/1999 academic year was below average. This year it is satisfactory.

The pupils' positive attitudes to school life are one of the main reasons why the pupils do so well.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
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22 lessons seen overall	Very good	Good	Very good
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*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

All teaching is at least good, and over two-thirds of the lessons are very good or excellent. Teaching is frequently inspirational at Key Stage 2, and also for the youngest children as well. In the last inspection 97 per cent of lessons were satisfactory or better. The quality of teaching has improved throughout the school. No unsatisfactory teaching was observed and over two thirds was very good or excellent. The very effective teaching, with particularly high expectations and to high standards, ensures that all pupils now make at least good progress; many make very good progress.

The National Literacy and Numeracy Strategies are being implemented very effectively; teaching of both English and mathematics is very good or excellent. Teachers' subject knowledge is good, as is their technical competence in the teaching of basic skills. Literacy and numeracy are taught effectively across the curriculum. Since the computer suite has been installed there is very good integration of IT into the curriculum. All the staff have a positive rapport with the pupils and this results in a very good ethos for learning. Successful teaching is based on very high expectations, excellent relationships, and high quality behaviour management. In the very best lessons, the teachers' enthusiasm inspires pupils with challenging work. The high quality teaching helps to promote learning well.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offered to the children is now very good; it is broad, balanced and relevant and accessible to all the pupils. The effectiveness of the strategies for teaching literacy and numeracy are very good. All statutory requirements are met. There is an appropriate range of extracurricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Setting for literacy and numeracy ensures that the majority of pupils, by the time they leave the school at 11, have reached average standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision made for the pupils' spiritual, moral, social and cultural development is very good. Great enrichment is also provided by the very high quality of RE provision. This aspect continues to be a strength of the school and contributes very effectively to the personal development of pupils. It has a significant impact on the very good relationships and behaviour in and around the school.
How well the school cares for its pupils	The school is a very caring community in which pupils are happy and secure. Teachers know their pupils well and they work hard to ensure that the support provided meets both their academic and personal needs. Care is at the centre of the school's support. The procedures for ensuring the health, safety and welfare of pupils are thorough.

The many strengths in this aspect of the school's work contribute to improving standards.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher offers outstanding leadership. He has a very strong and dedicated team who have succeeded in raising standards. Curriculum co-ordinators carry out their management role effectively. This has helped the school to achieve the significant improvements in



	literacy, mathematics, IT and RE.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They are very supportive of the headteacher and share in the commitment to school improvement. However, they have few independent strategies for their involvement in decision making. The Governing Body is heavily dependent upon the headteacher, but they are fully involved in decision making, which is truly corporate.
The school's evaluation of its performance	The school is now very aware of its overall performance. It has a clear view of its work and effectively analyses what works and why. It has developed very good systems for analysing the school's results and using these to set future targets. This has had a significant impact on improving standards.
The strategic use of resources	The school's financial resources are well targeted to meet the needs of pupils and staff, and to raise standards. Particularly good use is made of specific grants for literacy, numeracy, information technology and special needs. The school provides good value for money.

There is a very strong team spirit in the school and a commitment to even higher standards. The headteacher keeps the governing body well informed. He has a very secure grasp of the school's financial management and ensures that all members of the school community are involved in decision making. The principles of best value are well understood, and implemented by both the headteacher and governors. The quality of the school's administrative arrangements is very good.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Progress made by their children</li> <li>• Very good behaviour</li> <li>• Very good teaching</li> <li>• They feel comfortable approaching the school with comments or suggestions</li> <li>• Children are expected to work hard</li> <li>• The school helps their children to become mature and responsible individuals</li> <li>• Their children like school</li> </ul>	<ul style="list-style-type: none"> <li>• The homework policy</li> <li>• A minority of parents consider they are not well informed about children's progress</li> <li>• How well the school works with parents</li> <li>• The limited range of out of school activities provided by the school</li> </ul>

Parents are very supportive of the school; they think it is a very good school. Links with parents are very good. Inspection evidence supports all parents' positive views. No evidence was seen during the inspection to support parents concerns about homework, information on progress and how well the school works with parents. The range of out of school activities has been restricted in recent times by the introduction of booster classes but there is access to an appropriate range of activities.

## **PART B: COMMENTARY**

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

**Standards in English and mathematics are particularly high by the time pupils leave the school at 11, owing to very good quality teaching, which has improved since the last inspection.**

1. The very effective teaching with high expectations and a shared commitment to high standards from the headteacher, co-ordinators and all staff, ensure all pupils make at least good progress in English and mathematics; many make very good progress. Since the last inspection the school has effectively improved the standards in English and mathematics at Key Stage 2; they are now well above average. In the 1999 National Curriculum tests the results were well above the national average and of those of similar schools. Standards in science were not quite as high as in English and mathematics in 1999, but still above average. The emphasis recently has been on English and mathematics and is at present on information technology (IT). The number of pupils reaching the higher Level 5 was above average in English and well above average in mathematics. Early analysis of the National Curriculum data for the 2000 tests indicate that the school has continued to improve. It has been delighted that targets have been surpassed yet again. The vast majority of pupils reached the average grade in English and all in mathematics. This includes pupils with special educational needs. An even higher percentage than last year achieved the higher Level 5 in both subjects, and two pupils also achieved Level 6.
2. Higher standards are attributed to better teaching than at the last inspection. There are a number of reasons for this:- setting pupils in ability groups, the successful implementation of both the National Literacy and Numeracy Strategies, and very good analysis and interpretation of data to identify weaker areas in the subjects. Effective planning and high quality teaching means that standards continue to improve. The teaching of English and mathematics in Key Stage 2 is often inspirational; it is at least good, but usually very good or excellent. Pupils are highly motivated and interested by the work, moved on at a rapid rate and their thinking challenged. For example in a mathematics lesson when teaching was made fun, this ensured pupils were interested and worked hard, they had an excellent recall of number facts and could apply their knowledge to solve problems. Teachers plan the use of literacy and numeracy effectively across the whole curriculum, linking it particularly well with (IT). Excellent use of literacy linked with IT, ensure pupils put into practice what they have learnt in English. For example, use of reporting styles are used very successfully when pupils write on the computer using a variety of journalistic techniques to produce their newspaper articles.
3. The school recently placed the pupils in ability groups (setting) for both English and mathematics throughout the school. The use of setting results in very well planned and suitably challenging work; hence very good achievement for all pupils. Teachers' subject knowledge is particularly good, as is their technical competence in the teaching of basic skills. This has been clearly illustrated by the vast majority of pupils in the lower sets for English, and all of them in mathematics, reaching the national average. Two able pupils achieved a very high level in each subject. In a lower set literacy lesson Year 6 pupils were captivated by their teachers' enthusiasm for poetry. They successfully formulated the first stanza of a 'spooky' poem making very good use of alliteration and appropriate vocabulary. Effective and detailed analysis, alongside the careful assessment of pupils' strengths and weaknesses, is used to set targets and inform planning and groupings within lessons. The teachers know their pupils' capabilities very well and they work hard to meet their pupils' academic needs. This helps them to make very good progress.

**The very good provision for pupils' spiritual, social, moral and cultural development and the religious education teaching, coupled with the care the school provides, help to ensure that**

**children enjoy school, behave very well and form very good relationships with adults and other children.**

4. The school provides very good support for pupils' spiritual, social, moral and cultural development, alongside high quality religious education teaching. It is very effective in providing a safe and caring environment. The high standards have not only been maintained since the last inspection but they have improved. These factors make a very effective contribution to the personal development of pupils and have a significant impact on the very good relationships and behaviour in and around the school. The school recognises the fundamental link between successful learning and good personal relationships. All staff have a positive rapport with the pupils and this results in a very good ethos for learning across the school. Successful teaching is based on very high expectations and relationships and high quality behaviour management. The school has a very positive ethos of encouraging pupils to think about and care for others; this is evident in the way everybody shows great respect for others, their feelings and beliefs. All pupils work and play harmoniously together, new children are quickly integrated into the life of the school and live up to the high expectations that all adults hold. Parents are very pleased about the excellent ethos and that Middlethorpe is such a caring school where individuals are valued.
5. Many opportunities are provided for pupils to undertake responsibility for themselves and others. This is reflected in the positive attitudes, self-discipline and keen interest shown by pupils in school life. They show great enthusiasm for their work, for example when they carry out individual research in the library and complete newspaper articles on the computers at lunchtime. Older pupils develop into self-assured and mature individuals, who are more than ready for their next phase in education. Pupils are encouraged to look after younger children and carry out jobs around the school. At lunchtime Year 6 pupils regularly read with Key Stage 1 children, they take their role very seriously and fill in question sheets and records for the teachers. They use their initiative well when setting up and tidying the hall before and after assembly, and helping to organise lunchtime games with the supervisors. They are very willing to help other pupils and teachers.

**Since the last inspection there have been significant improvements in the curriculum, the curriculum offered is now very good, broad, balanced and relevant to the pupils' needs.**

6. The key issue regarding the completion of policy statements and schemes of work has been fully addressed and provision is now very good. All policies and schemes have been reviewed in the light of Curriculum 2000 and are ready for implementation in September. This also includes the very good curriculum for the under fives, which has been adjusted in the light of the new curriculum - the Early Learning Goals. The quality and range of learning opportunities are very good in Reception and now in both key stages, whereas previously the curriculum was not as effective in Key Stage 1. Literacy and numeracy receive substantial time each day to good effect; this is either through the subject time allocation or across the curriculum. All pupils throughout the school now make at least good progress, with those at the end of Key Stage 2 making particularly good progress. The teachers have worked hard to implement the strategies together with the setting arrangements that have been introduced throughout the school. The school is now beginning to see the benefits as all pupils reach higher standards as reflected in the National Curriculum tests, particularly at 11.
7. The curriculum has been skilfully planned to ensure pupils learn and use their skills in literacy, numeracy, and information technology, throughout the whole curriculum. In this way the school has maintained a very broad and balanced curriculum that is relevant and accessible to all pupils. Provision for pupils with special educational needs is also very good and the way the curriculum is organised and delivered ensures that they make at least good progress, most make very good progress.

**The leadership of the headteacher is outstanding. Curriculum co-ordinators carry out their management role effectively. The very strong teamwork of all the staff helps to ensure the school provides a very stimulating learning environment.**

8. The headteacher is an outstanding leader. He has a very clear vision of what the school must do to support pupils' academic and personal development and to help them to achieve high standards. He is strongly supported by a very committed hardworking group of teachers and together they form a very effective team. Governors are very well informed about all aspects of school life and recognise both the strengths and the areas for further development. The governors are heavily dependent upon the headteacher and trust him to put forward the 'best case' for the school, but they have few independent strategies of their own. They are, however, fully informed and involved by the headteacher and so the decisions taken are truly corporate.
9. The planning for, and use of, resources is of a very high standard. This coupled with effective delegation when managing change has a very strong impact on pupils' achievements. For example, the senior management team were deployed very effectively to carry out an audit in Key Stage 1 to determine why results were so low. Changes to the organisation and teaching, alongside effective monitoring, have begun to have a positive impact. Standards are now higher, as shown by the recent National test results, and the inspection evidence. Curriculum co-ordinators are now very well involved in management; this has helped the school move forward in addressing the key issue from the last inspection. All subjects now have policies and schemes of work. Literacy and numeracy have been implemented very effectively and the standards in religious education are very high owing to the effective work of the co-ordinators. An excellent example of managing change, led by the co-ordinator and supported by the headteacher, has been the way information technology has been implemented in the school. An information technology suite has been set up with an extremely good range of computers, which are suitable for whole class lessons. All the staff have been trained and are now confident in teaching the subject. The new documentation is very impressive and clearly shows what is to be taught and how. Very good financial management and planning ensures that the budget is spent wisely. This is clearly illustrated by very good purchases and the contract for technical backup that has been organised for the computer suite. During the inspection the suite had just started to be used. Early indications show that the technical skills, knowledge and enthusiasm of the staff have had a significant impact upon the high motivation and interest the pupils displayed.
10. The school is very aware of its overall performance and has an extremely clear view of its work. There is effective analyses of what works and why. The headteacher and senior management team have developed very good systems for analysing Key Stage 1 test data along with more rigorous monitoring of planning, teaching and learning. This has been particularly effective and has started to have an impact upon pupils' achievements; hence standards are beginning to rise.
11. Very strong teamwork and a commitment to higher standards, valuing the individual within a caring community is very much the key to the schools' success.

## **WHAT COULD BE IMPROVED**

### **Standards of work by the end of Key Stage 1 are not high enough.**

12. After the disappointing results of the 1999 Key Stage 1 National Curriculum tests when standards were well below average nationally, and were also below the levels reached by similar schools in reading, writing and mathematics, the headteacher and senior management team analysed the test data in an attempt to address the issue. The depth of the Key Stage 1 audit was impressive. Every answer of each pupil's work was analysed in all three areas to determine the areas where they were failing to reach the required standard. Issues such as handling data in mathematics, the use of non-fiction texts, and the pupils' extended writing, were identified as areas that needed to improve. As a result of these findings, the organisation of lessons through setting, and the level and amount of work expected of children, was planned carefully by the co-ordinators and the teachers. Planning was based on the National Literacy and Numeracy Strategies, along with careful assessment of pupils' strengths and weaknesses, ensured that the work was matched well to the pupils' abilities.
13. The school is delighted with the recent results from the 2000 National Curriculum tests. Early analyses suggest that standards have risen in all three areas. In reading and mathematics pupils are reaching average levels, but they are still below average in writing. Inspection evidence

supports the test data. The senior management team has already started to analyse the data for 2000 and have identified further areas that need to improve. The school and governors are far from complacent and well aware that rigorous monitoring, target setting and looking very carefully at teaching strategies and what is being taught, is still necessary if standards are to continue to rise. They are determined to raise the pupils' achievements and to build onto the good progress that children make in the Reception class.

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

14. In order to improve standards further in Key Stage 1, the headteacher, staff and governors should:

- (1) Maintain the rigorous systems that are now in place to analyse test data and ensure pupils' are on track to reach their set targets;
- (2) Establish regular procedures for monitoring the quality of planning to ensure the pupils have appropriate work set for them that is sufficiently challenging;
- (3) Ensure that the information gained through assessing what the pupils know, understand and can do, is used to assist planning;
- (4) Monitor the delivery of the curriculum and evaluate its impact on the quality of pupils' work;
- (5) Involve the Governing Body in decision making more fully.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
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
27	41	32	0	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	244
Number of full-time pupils eligible for free school meals	0	26

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	52

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	6. 24%
National comparative data	5. 4%

#### Unauthorised absence

	%
School data	0. 5%
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	17	22	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	17	19	20
	Total	26	27	32
Percentage of pupils At NC level 2 or above	School	67 (73)	69 (78)	82 (85)
	National	82 (80)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	15
	Girls	19	21	21
	Total	28	33	36
Percentage of pupils at NC level 2 or above	School	72 (83)	85 (94)	92 (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	24	23	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	20
	Girls	22	17	17
	Total	41	35	37
Percentage of pupils at NC level 4 or above	School	87 (65)	74 (64)	79 (70)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	17	20
	Girls	21	18	20
	Total	41	35	40
Percentage of pupils at NC level 4 or above	School	87 (68)	74 (67)	85 (84)
	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	242
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)	10. 1
Number of pupils per qualified teacher	24. 2
Average class size	30. 5

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

Total number of education support staff	6
Total aggregate hours worked per week	129

### ***Financial information***

Financial year	1998/1999
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	£
Total income	502247
Total expenditure	488625
Expenditure per pupil	2054
Balance brought forward from previous year	36378
Balance carried forward to next year	50000

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

### **Questionnaire return rate**

Number of questionnaires sent out	244
Number of questionnaires returned	76

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	4	3	0
My child is making good progress in school.	57	37	7	0	0
Behaviour in the school is good.	58	37	0	0	5
My child gets the right amount of work to do at home.	32	49	16	1	3
The teaching is good.	58	34	7	0	1
I am kept well informed about how my child is getting on.	50	32	8	9	1
I would feel comfortable about approaching the school with questions or a problem.	72	20	5	3	0
The school expects my child to work hard and achieve his or her best.	68	26	4	1	0
The school works closely with parents.	49	36	7	5	4
The school is well led and managed.	64	24	4	4	4
The school is helping my child become mature and responsible.	58	32	7	1	3
The school provides an interesting range of activities outside lessons.	29	33	18	11	9