

INSPECTION REPORT

SOUTHILL PRIMARY SCHOOL

Weymouth

LEA area: Dorset

Unique reference number: 113719

Headteacher: Mr W Davidson

Reporting inspector: Mrs Joan Boden
12301

Dates of inspection: 3rd – 5th July 2000

Inspection number: 189418

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 - 11
Gender of pupils:	Mixed
School address:	Sycamore Road Southill Weymouth Dorset
Postcode:	DT4 9UF
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Capp
Date of previous inspection:	16 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized primary school with 203 pupils on roll. The pupils live in a mixture of housing and many of them live outside the immediate area of the school. Children enter the reception class in the September following their fourth birthday. They attend for mornings only during the first term. There are roughly equal numbers of boys and girls overall, but there is considerable imbalance in Years 4, 5 and 6. The vast majority of pupils are of white ethnic origin. The proportion of pupils who speak English as an additional language is low. The proportion of pupils entitled to free school meals is broadly average. The proportion of pupils on the school's register of special educational needs and the proportion of those with statements of special educational needs are both above average. When children enter the school, their standards of attainment are broadly average overall.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a very good quality of education for all its pupils. The quality of leadership and management has improved significantly since the last inspection. This is due to the very effective partnership between the headteacher and the deputy. The deputy contributes extremely well to the management of the school and provides an excellent role model for teaching. The excellent relationships between all members of the school community promote a warm and caring ethos where pupils feel secure and are keen to learn. As a result, pupils throughout the school achieve consistently high standards. By the end of Key Stage 2, standards in English, mathematics and science are very high. All the staff have high expectations of work and behaviour. They match work accurately to pupils' learning needs and this means that pupils of all abilities achieve their full potential. Teaching is very good overall with excellent features. Pupils enter the school with average levels of ability. They make very good progress and develop very good attitudes to learning that prepare them well for secondary school. The school gives very good value for money.

What the school does well

- The pupils achieve very high standards in English, mathematics and science.
- The quality of teaching is very good and leads to very effective learning.
- The pupils have very positive attitudes to their work. Behaviour and personal development are very good.
- All the adults provide excellent role models and promote moral and social development very effectively.
- The school is very well led and managed.

What could be improved

- The quality of teachers' marking is inconsistent. It does not always show pupils how to improve their work.
- The pupils are not prepared effectively for life in a multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The rate of improvement has been much faster than would normally be expected. The quality of teaching has improved significantly and the pupils now achieve much higher standards in English, mathematics and science than they did at the time of the last inspection in 1996. The standards achieved in English are above the national average and those achieved in mathematics and science are well above the national average. The standards that pupils achieve in information and communications technology have also improved; at the time of the last inspection, they were judged to be below national expectations. As a result of a clear action plan, teaching has become much more focused and the pupils have many opportunities to practise their skills across the curriculum. The areas identified for improvement in the last report have been tackled well. The governors and the staff have a very effective partnership, and they are all very clear about where improvements need to be made. These are identified in the school development plan, which is an effective working document. Given the clear vision and the commitment to succeed, the school is well placed to maintain its high standards and to continue to improve.

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	E	B	B	B
mathematics	E	A	A	A
science	E	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In 1996, standards were above average but they dropped significantly in 1997. They recovered in 1998 to above the national average in English and well above the national average in mathematics and science. Since then, these high standards have been maintained. They compare very favourably with the standards achieved by pupils in similar schools. The content of pupils' imaginative writing is very impressive. They use a very good range of expressive styles to grip the attention of the reader. However, they do not pay enough attention to spelling and punctuation. Pupils have above average mental skills that they use very effectively to solve mathematical problems. They have well above average scientific knowledge and are very secure in planning and carrying out their own investigations. The school's targets for the proportion of pupils achieving level 4 in English for the current year are lower than the proportion achieving level 4 in 1999. This figure is based realistically on the secure knowledge of the pupils' achievements. Forty-three per cent of these pupils are on the school's register of special educational need. In mathematics, the target is in line with the proportion achieving level 4 in 1999.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like their school and are keen to talk about it. They are keen to learn and always try to do their best.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons. Playtimes and lunchtimes are pleasant social occasions when the pupils play well together.
Personal development and relationships	Very good. The quality of relationships is a significant strength of the school. The pupils genuinely like one another and are very supportive. They accept responsibility willingly and carry out their duties conscientiously.
Attendance	Very good. The rate of attendance is well above the average found in most schools.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very 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 quality of teaching has improved very significantly since the last inspection. All the teaching seen was at least satisfactory and all but two of the 23 lessons were good or better. Two-thirds of the lessons were very good or better, and one in four were excellent. The teachers have very secure subject knowledge and plan their lessons very well so that time is used very efficiently and learning is constantly moving forward. The pupils know exactly what is expected of them and they enjoy the challenges presented to them.

The very good quality of teaching is consistent throughout the school. It is successful because the teachers know their pupils very well and plan work according to individual need. Pupils with special educational needs are very well taught because their learning targets are very clear, and the teachers plan closely with the support assistants to enable them to achieve their goals. Literacy and numeracy are both taught well.

Teachers provide a very good range of contexts across the curriculum for pupils to practise their skills. Teaching would be even more effective if there was a consistent approach to marking. Sometimes, marking places appropriate emphasis on the positive features but does not show pupils how to improve their work. This means that simple mistakes are repeated, particularly in spelling and punctuation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The main emphasis is on literacy and numeracy, but the teachers have worked hard to establish meaningful cross-curricular links that add to the pupils' interest and enjoyment of learning. There is a good range of educational visits and visitors to the school that contribute well to this. Provision for pupils' personal, social and health education is a particular strength.
Provision for pupils with special educational needs	Very good. The teachers work closely with the support staff to ensure that the work is matched accurately to learning needs. Very good monitoring of progress ensures that the pupils' needs are constantly at the forefront of teachers' planning. As a result, these pupils make good progress.
Provision for pupils with English as an additional language	Good. Teachers make good provision in lessons and use outside support appropriately. This results in good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Good opportunities are provided in lessons for pupils' spiritual development. Provision for moral and social development is excellent. This is reflected in the pupils' attitudes and behaviour, both in lessons and around the school. Provision for cultural development is satisfactory overall. However, the school does not give sufficient emphasis to developing pupils' understanding of different ethnic groups and is not effective in preparing them for life in a multicultural society.
How well the school cares for its pupils	Good. All the adults in the school community have the best interests of the pupils at heart. They all know the pupils very well and provide high quality pastoral care. In addition to good academic guidance, through effective assessment procedures and realistic target setting, the pupils are given a good range of life skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. This is a major strength of the school and the main reason why it is so successful. The headteacher and his deputy provide very strong leadership. The co-ordinators play a very effective part in monitoring teaching and learning in their subjects. There is an excellent team spirit among the staff and constant evaluation to find ways of improving further.
How well the governors fulfil their responsibilities	Excellent. The governors are very active in the life of the school and have a very clear idea of what needs to be done to improve further. They are very knowledgeable and supportive. This enables them to be critical friends, who ask challenging questions. There are good systems in place to measure the cost effectiveness of their spending decisions.
The school's evaluation of its performance	Very good. Effective monitoring of teaching and learning is used well to build a clear picture of the school's strengths and areas for improvement. There are rigorous systems for monitoring the school's performance against other schools and the principles of best value are applied effectively in securing improvements. The governors, headteacher and senior managers are constantly seeking ways to raise standards further.
The strategic use of resources	Very good. The school uses the money it has to very good effect.

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.• Their children make good progress.• Their children are challenged to work hard and do their best.• Pupils' behaviour is good.• The school is well led and managed.	<ul style="list-style-type: none">• A very small minority feel there are not enough extra-curricular activities.• A very small minority feel that there is not enough provision for multicultural education.

The inspectors agree with all the positive views expressed. They do not support the view that there are not enough extra-curricular activities. While it is true that the school has cut down the number of activities it offers, it still provides more than are offered in most schools. There is a good range of sports as well as clubs for library, French, dancing, fishing and cycling proficiency.

The inspectors agree that the school does not prepare pupils effectively for life in a multicultural society that they will find outside Dorset.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve very high standards in English, mathematics and science.

1. Standards in the school have improved significantly since 1997 when they were well below the national average. Pupils join the school with average skills in literacy and numeracy. By the time they leave, they achieve standards well above both the national average and the average achieved by pupils from similar backgrounds. This has been brought about by very effective evaluation of teaching and learning and a strong commitment to address the weaknesses.
2. The pupils listen attentively and are confident speakers, not just about their school work, but also on a wide range of subjects outside school. Their written work is very imaginative. They use imagery well to keep the reader's attention. Year 5 pupils wrote very good openings for stories of mystery and suspense: 'I was stuck in a wall of mist . It was then I felt a hand on my shoulder'. The teacher in this lesson had very high expectations and gave the pupils very good support and encouragement. They responded well to the feeling of security and clearly enjoyed working very hard to come up with the most exciting stories they could. Although they know the conventions of punctuation and correct spelling, they have not yet reached the point when they apply it to all their written work.
3. In mathematics, the pupils develop very good mental strategies that they use very effectively to solve mathematical problems. They have a very good understanding of mathematical terms and use them accurately to explain how to tackle a problem. They have a good working knowledge of decimals, fractions and percentages. They use this effectively, for example, in compiling and interpreting a pie chart illustrating the types of foods they eat.
4. In science, pupils have well above average knowledge. More importantly, they have very good understanding of what they have learnt because they have learnt in a wide range of practical contexts. They have very good science skills that they put to good use in planning and carrying out their own investigations. They have a very good understanding of what constitutes a fair test, and they know that tests have to be repeated to get reliable results. In an excellent Year 6 lesson, the pupils devised tests of speed, strength, stamina and flexibility. By the end of the lesson, the higher attainers could use their findings to hypothesise about the fitness of individuals.

The quality of teaching is very good and leads to very effective learning.

5. The quality of teaching has improved very significantly since the last inspection and this is having a very positive impact on pupils' learning. All the teaching seen was at least satisfactory and all but two of the 23 lessons were good or better. Two-thirds of the lessons were very good or better and one in four were excellent. This very high quality teaching is consistent throughout the school.
6. The teachers have very good subject knowledge and a very good understanding of the literacy and numeracy strategies. They use this knowledge well to frame effective questions to check understanding and to help the pupils to think and develop their own ideas. They know their pupils very well and match work accurately to their learning needs whatever their ability. This gives the pupils confidence because they are successful in what they do and want to learn more. The teachers communicate their high expectations of work and behaviour in a caring and supportive way. The excellent relationships between them and their pupils create a very secure learning environment where the pupils try their best at everything they do.
7. Lessons move at a brisk pace so that the pupils are kept interested. Teachers structure their lessons well, with appropriate amounts of time given to individual or group work and class discussion. This not only sustains the pupils' interest, but also allows the teachers the opportunities to assess what the pupils have learnt and clear up any misconceptions.

8. An excellent feature of the teaching is the contribution it makes to pupils' personal development. From a very early age, the pupils are challenged to think and find things out for themselves. The pupils respond well to this and enjoy being independent learners. In this respect, they are prepared very well for secondary school.

The pupils have very positive attitudes to their work. Behaviour and personal development are very good.

9. Pupils thoroughly enjoy coming to school to take part in the many interesting and relevant teaching and learning experiences. There are many significant 'spin-offs' from this very positive position.
10. Attendance, which is much higher than the national average, is very good. This has a very positive effect on the standards pupils achieve because they are almost always at school and do not miss important stages in their learning.
11. Relationships in the school are excellent. Pupils get on very well with each other and have the greatest admiration and respect for their teachers, always working very hard for them. Their attitudes to work are very positive and they always try their best, maintaining concentration even when not directly supervised. In one example, a group of pupils in the Year 6 class worked on tenaciously in the school grounds to try and complete a 'treasure hunt' despite the steady rain that was falling on them. They returned to the classroom, soggy but satisfied, knowing that even though they had failed to find the 'treasure', they had given the task their best shot.
12. The Behaviour throughout the school is very good and has a very positive impact on the very high academic and personal standards that most pupils achieve. Very little time is wasted in lessons through disruptive behaviour, and because pupils behave themselves and are completely trustworthy, teachers can prepare interesting and stimulating tasks that can be completed in a number of interesting ways. A good example is the way that pupils can be left by teachers to use computers without any fear of them abusing the responsibility that they are given.
13. The school prepares its pupils very well for life. The good range of extra-curricular activities promotes extensively the excellent levels of personal development achieved in the school. Pupils are very confident and are very willing to discuss their work and to share their views with visitors. The school has many very effective procedures to promote the development of self-confidence, and in addition to the regular 'circle-time' lessons when pupils discuss their feelings, they are encouraged to share their opinions in a wide variety of contexts. In addition to the various class assemblies and shows that are performed for parents, very good opportunities are provided for pupils to perform to different audiences. This has a very positive effect on pupils' self esteem. Pupils and staff look forward each year with great enthusiasm to the well-established residential visits that take place for each year group in Key Stage 2.

All the adults provide excellent role models and promote moral and social development very effectively.

14. The excellent relationships between all members of the school community are a major strength of the school. The friendly and relaxed atmosphere and the respect that all adults show to the pupils encourages them to work hard and treat one another with respect. Excellent provision is made for moral development. For example, pupils are encouraged to think not just about the difference between right and wrong as it affects their daily lives, but also, in the wider context, about how people's actions affect the lives of others. The pupils consider the needs of others less fortunate than themselves and the older pupils choose charities to support.
15. Provision for social development is also excellent. In lessons, pupils are given many very good opportunities to collaborate effectively in groups. Through this they learn to respect the views of others and to work together for the common good. A very well organised programme of residential experience is offered to all the pupils in Key Stage 2. In Year 3, pupils attend a weekend camp in tents. Apart from the curriculum emphasis on environmental science, the pupils are taught camp craft. This involves living together as a community and taking everybody's needs

into consideration. In Years 5 and 6, pupils spend time in alternate years at a camp in the Isle of Wight, where they are part of a community of 1000 pupils from a wide variety of backgrounds, and at an hotel in North Wales. These experiences prepare the pupils well for the next stage of their education.

The school is very well led and managed.

16. The headteacher, supported very effectively by his deputy, provides very strong leadership. He has a very clear idea of where the school is now and what it needs to do to improve. The deputy was a recent appointment to the school at the time of the last inspection. Since then, the very effective partnership between the two and the excellent role model for teaching provided by the deputy have sharpened up the practice at the school and turned good management into very good management. This joint management and very effective delegation are the basis of the school's success. The senior management team and all the teachers play a full part in taking the school forward. Key elements in the management are the constant striving for improvement and the very effective monitoring of teaching and learning. The senior management team and the co-ordinators carry out regular classroom observations and provide constructive feedback to teachers. Leadership and management would be even better if the curriculum included planned opportunities for the pupils to develop an appreciation of different ethnic beliefs and traditions.
17. The governors play a very full and active part in running the school. Through their close involvement, they have a clear idea of its strengths and weaknesses. All the issues identified for improvement in the last report have been tackled successfully. The school development plan is a comprehensive working document with key priorities identified clearly and success criteria defined precisely. It also sets out detailed cost projections so that the school knows exactly how much money it has in hand.

WHAT COULD BE IMPROVED

The quality of teachers' marking is inconsistent. It does not always show pupils how to improve their work.

18. An examination of the pupils' books reveals that marking is inconsistent. While most of the work is marked effectively, not all of it is marked. Examples of unmarked work were seen in mathematics books. This was mainly in the books of the below average pupils. The striking feature of the unmarked work was that it showed very clearly that the pupils had not understood the work and the misconceptions had not been picked up. Most marking concentrates entirely on the positive aspects and does not show pupils how to improve their work. For example, in creative writing, teachers' comments are very positive and give pupils good encouragement with regard to the imaginative content of their writing. However, incorrect punctuation and poor spellings of common words are often ignored. This means that pupils acquire careless habits and do not get into the habit of checking their work. The school has been concerned for some time that although the majority of pupils in Key Stage 1 achieve the expected levels for their ages, too few pupils achieve the higher levels. There is a need for a common approach to marking that will show the pupils how to use what they have learnt in spelling and punctuation to improve the presentation of all their written work.

The pupils are not prepared effectively for life in a multicultural society.

19. The school makes appropriate provision for promoting the cultural traditions of its own area and pupils are developing a suitable understanding of their own cultural heritage. The area around the school has very few ethnic minority families and most pupils come to school with little understanding of the diversity and richness of other cultures.
20. The school provides pupils with some appropriate opportunities to gain an appreciation of the views and beliefs of other cultures through their work in subjects including English, art and music, as for example when pupils in Year 4 study Australian aboriginal art. However, good opportunities are missed in subjects such as geography to teach the pupils about the different

customs, traditions and beliefs of the people in the countries they study. The school has invited several visitors from ethnic groups into school. These have enhanced the curriculum for music and art. Some limited opportunities are provided through religious education for pupils to gain an understanding and appreciation of the different ethnic and cultural societies found in modern Britain. While the majority of pupils are interested and enthusiastic in these lessons, a small minority of pupils demonstrate clearly that they are not sufficiently well informed and behave disrespectfully when informed about the views and beliefs of others.

21. The school does not give sufficient emphasis to developing pupils' understanding of different ethnic groups and is not effective in preparing them for life in the wider and more diverse multicultural society found outside south Dorset.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further on the present high standards, the governors, headteacher and staff should:

- 1 Improve the quality of pupils' written work by:

- Devising and implementing a more rigorous and consistent approach to marking.

(Paragraph 18)

- 2 Ensure that the pupils have a greater awareness of other cultures and are prepared effectively for life in a multicultural society by:

- Planning across the curriculum to teach pupils about the customs, traditions and beliefs of different ethnic minorities, and inculcating in them feelings of respect for other cultures.

(Paragraphs 20, 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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
26	39	26	9	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	203
Number of full-time pupils eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	49

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	16	15	17
	Total	24	24	27
Percentage of pupils at NC level 2 or above	School	86 (80)	86 (77)	96 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	16	17	16
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	93 (70)	96 (85)	93 (74)
	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	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	14	13	15
	Total	30	30	34
Percentage of pupils at NC level 4 or above	School	81 (72)	81 (86)	92 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	17
	Girls	15	15	16
	Total	29	30	33
Percentage of pupils at NC level 4 or above	School	78 (77)	81 (59)	89 (81)
	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	173
Any other minority ethnic group	0

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	1	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)	8.1
Number of pupils per qualified teacher	25.2
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	152

Financial information

Financial year	1999/2000
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	£
Total income	342721
Total expenditure	351742
Expenditure per pupil	1724
Balance brought forward from previous year	38007
Balance carried forward to next year	332432

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69 (38)	29 (16)	2 (1)	0	0
My child is making good progress in school.	56 (31)	42 (23)	0	0	2 (1)
Behaviour in the school is good.	51 (28)	47 (26)	0	0	2
My child gets the right amount of work to do at home.	35 (19)	58 (32)	4 (2)	4 (2)	0
The teaching is good.	62 (34)	38 (21)	0	0	0
I am kept well informed about how my child is getting on.	53 (29)	35 (19)	7 (4)	2 (1)	4 (2)
I would feel comfortable about approaching the school with questions or a problem.	71 (39)	27 (15)	0	2 (1)	0
The school expects my child to work hard and achieve his or her best.	58 (32)	40 (22)	0	0	0
The school works closely with parents.	40 (22)	51 (28)	5 (3)	0	4 (2)
The school is well led and managed.	51 (28)	49 (27)	0	0	0
The school is helping my child become mature and responsible.	53 (29)	42 (23)	4 (2)	0	2 (1)
The school provides an interesting range of activities outside lessons.	13 (7)	36 (20)	27 (15)	16 (9)	7 (4)

Other issues raised by parents

Two parents expressed their concern about the school's lack of provision for multicultural education.