

INSPECTION REPORT

GIRLINGTON PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107293

Headteacher: Mrs S Wood

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 2-3 July 2001

Inspection number: 190058

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Girlington Road Bradford
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Telephone number:	01274 493543
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr L Clancy
Date of previous inspection:	October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Girlington changed from a first to a full primary school in September 2000 as part of the reorganisation of Bradford schools. It is much bigger than other primary schools with 498 pupils on roll, including 77 children who attend parttime in the nursery.

Of the pupils, 97 per cent are Mirpuri/Punjabi speaking Muslims whose families originate from Pakistan. Other languages spoken are Urdu, Pushto and Bengali. 483 pupils are learning English as an additional language and of these, 140 are at an early stage of language acquisition. Pupils starting in nursery often speak little or no English, and in other areas of learning, pupils' attainment on entry is also below average.

The school has well above average numbers of pupils with special educational needs and statements of special need. 7 pupils have hearing impairment; they are taught in mainstream classes with specialist support. The remaining pupils on the register have a broad range of physical or learning difficulties.

The school is in Manningham, in the inner city of Bradford. It is an area of high unemployment and has the poorest mortality rate in the region. Nearly half the school's population are eligible for free school meals, which is well above average.

In 2000, Girlington School was awarded the status of Beacon school by the Department for Education and Employment. This is part of a national initiative to encourage effective schools to share good practice with others. It provides training and support for other schools in the area and regularly has visitors who come to observe teaching and learning there. Since the time of the last inspection, the present headteacher and deputy have been appointed permanently to these posts, both having served the school in an acting role.

HOW GOOD THE SCHOOL IS

This is a very effective school. Good teaching and support ensure that all pupils' learning needs are met and that they achieve well from a low starting point on entry. Very good leadership by the senior management team and key staff has brought about significant improvement. The school has a very strong partnership with parents and it gives good value for money.

What the school does well

- The senior management team sets high expectations and gives a strong lead to the school's continual improvement
- At Key Stage 1, standards in reading, writing and mathematics are well above those found in schools with similar numbers of pupils eligible for free school meals
- The school enables all children to achieve well by recognising and overcoming any barriers to their learning
- Parents are supported well and are given many opportunities to be involved in helping their children learn

What could be improved

- Standards in English by the end of Key Stage 2, particularly in writing

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996 when it was a first school. It has made very good progress since then and has addressed all the issues raised. Standards at Key Stage 1 have risen in reading, writing and mathematics and attendance has improved significantly. Teaching is much better with more high quality and less unsatisfactory lessons taught. Teaching of pupils learning English as an additional language is also much better. The school has more effective ways of checking on its work and evaluating its performance. Good teamwork between the staff, governors and senior managers mean that it will be able to sustain a good rate of development.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	E	A	C	A	well above average A above average B average C below average D well below average E
writing	D	B	B	A	
mathematics	C	C	C	A	

Results for 11 year old pupils do not appear as this is the first year that Gington has had pupils taking national tests in Year 6. Although many pupils start school speaking little or no English, they achieve well. Different groups of pupils all receive very good support. Most reach and some exceed the expectations for their age by the end of the reception year in all areas of learning. The number of pupils attaining average levels in reading, writing and mathematics by Year 2, is increasing each year in line with other schools.

Inspection findings indicate that standards for 11 year olds are average in mathematics and science but slightly below average in English. In the junior classes, standards of work are better in reading than they are in writing; there are weaknesses in pupils' handwriting and the quality and presentation of their work. In mathematics, they achieve good standards in mental calculation and number work. The highest attaining pupils at both key stages achieve particularly well in mathematics. Each year, the school sets itself challenging targets for pupils at both key stages, which it is successfully achieving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	This is good throughout the school. Pupils behave well in class, on the playground and in the dining room. They are sensible when moving about the school.

Personal development and relationships	Good. Pupils show increasingly mature attitudes and carry out any duties they are given sensibly. They get on well together and help each other.
Attendance	Satisfactory. Fewer pupils are now absent for long periods and most arrive on time for school.

Pupils' good behaviour and positive attitudes mean that there is a busy purposeful atmosphere and a good atmosphere for learning in the school.

TEACHING AND LEARNING

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

During the inspection, 21 lessons were seen and graded: 14 per cent very good; 62 per cent good; 14 per cent satisfactory and 5 per cent unsatisfactory. Teachers have high expectations and the overall good quality of teaching enables all groups of children to learn at a good rate. Pupils quickly learn to read, write and speak English because teachers are particularly skilled at teaching reading and give pupils plenty of opportunities to talk and explain what they mean. In the junior classes, pupils' writing could improve at an even faster rate. This is because pupils do not include enough interesting words or phrases in their writing, and teachers are not keeping a close enough eye on how neatly they present their work. Some teachers mark pupils' work very thoroughly and show them how to improve, but others do not draw pupils' attention to work that is below standard.

Numeracy skills are taught well, and pupils develop their skills in mental arithmetic at a particularly good pace. This is helped by very effective use of homework, which, for example, enables pupils to consolidate their knowledge of tables and so supports their learning of spellings.

All teachers make very good use of resources to stimulate pupils' interest. They deploy support staff well, enabling them to give high quality support to different groups of pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school makes very good provision for all groups of pupils to access opportunities for learning.
Provision for pupils with special educational needs	Very good. Provision for pupils with hearing impairment and other learning difficulties enables them to cope with the demands of the curriculum and achieve well.
Provision for pupils with English as an additional language	Very good. The school gives an excellent grounding in learning English. There is a lot of good quality support to pupils in the earliest stages of language acquisition.

Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school teaches pupils how to look after themselves and each other. It teaches them about the cultures and beliefs of other people
How well the school cares for its pupils	The school takes very good care of its pupils and ensures that they are safe and well supervised.

The school uses an impressive number of ways to ensure that any barriers to pupils' learning are identified and overcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Senior management and key staff have had a high impact on the school's success in raising standards, improving attendance, teaching and the school's partnership with parents.
How well the governors fulfil their responsibilities	Good. The governing body are involved in developing the school's clear view of what it is trying to achieve and know the school's strengths and areas for improvement.
The school's evaluation of its performance	Very good. Close monitoring of the school's work by the senior management team and key staff is enabling them to identify and share good practice.
The strategic use of resources	Very good. The school makes the most of all its resources. It is good at ensuring it receives good value for money spent.

The senior management team has raised the expectations of the school community and brought about significant improvements. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school • Teaching in the school is good • The school expects pupils to work hard • Children make good progress 	<ul style="list-style-type: none"> • Some parents would like pupils to have more homework • Some would like the school to provide a greater range of extracurricular activities

A higher number of parents than usual (60 per cent) returned the inspection questionnaires. Parents have an overwhelmingly positive view of the school and this is endorsed by inspection findings. The amount and quality of homework provided supports pupils' learning well. The number of extra-curricular activities is adequate and is as many as seen in most schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The senior management team sets high expectations and gives a strong lead to the school's continual improvement

1. Since the last inspection, the headteacher and her deputy have guided the work of the school in raising standards with great singlemindedness and determination. The results of this are now being seen in significant improvements in the school's overall quality.
2. Much of this upturn in quality springs from rigorous and systematic monitoring and evaluation of the school's work, which means that there is a good understanding of what it does well and where it needs to improve. Test results are carefully analysed, and weaknesses in the learning for different groups of pupils are spotted and vigorously addressed. Underachievement in reading for example, was noted. Targets for improvement, spelling out the high expectations of the headteacher, were immediately set and shared with staff, parents and pupils. A more successful way of helping infant children develop reading skills was adopted by teachers, and support given to pupils not achieving as well as they should. As a result, reading standards show a steady rise over the last four years.
3. Another area for attention has been pupils' attendance, which was well below average four years ago. Again, the headteacher and deputy worked closely with teachers and parents to improve the situation. The senior management team carefully explained to parents how extended holidays during term time were affecting the achievement of pupils. They negotiated with parents that holidays would not normally last more than six weeks and that, where possible, two of these would also span school holidays. Winning parental support in this way has raised attendance to what is, currently, a satisfactory level.
4. The senior management team has been highly effective in increasing the rate of pupils' learning by raising the quality of teaching. Teachers have their lessons observed by members of the senior management team or by colleagues, on a regular basis and receive feedback on their performance. Any weakness in their work is improved through support or training and good practice seen is used to provide an example for other teachers. The school is a place where teachers are used to looking critically at their work and are keen to try out new ideas or find better ways of doing things. Teachers are encouraged to use their talents and skills effectively. A small group of teachers in the school have been identified as exemplars of good practice in the teaching of literacy and numeracy. Their expertise is used well by the school, not only to benefit their own classes, but also to demonstrate to others how particular parts of reading, writing and mathematics should be taught.
5. Through carefully considering the pupils' learning needs, the management of the school makes the best use of any funding and resources it has, and every penny is made to count. They allocate for example, more funding for support staff than seen in most schools. These staff provide high quality support for many pupils, particularly those with special needs, and this results in good achievement for a

significant number children. Teachers have good quality resources at their disposal, and they make the most of these to stimulate and motivate pupils during lessons.

6. The school has improved at a good pace in the last few years. The headteacher and her staff do not attribute its success to using any 'miracle' methods. Many of the changes they make are simple and straightforward; they work because the staff are a strong, well-led team who carry them out with conviction using the same agreed ways.

At Key Stage 1, standards in reading, writing and mathematics are well above those found in schools with similar numbers of pupils eligible for free school meals

7. As the school receives support through the Ethnic Minority Achievement Grant for 483 pupils, its top priority is to develop pupils' language skills. It concentrates much of this support for those learning English as an additional language in the infant classes. This high level of support, coupled with good teaching means that pupils have achieved well by the end of the Foundation Stage and many reach national standards by the end of Key Stage 1.
8. From the reception classes onwards, teachers have high expectations of what children should achieve. They also have a very definite view of what works and what doesn't. The teachers in the infant classes know, for example, that their pupils develop reading skills best through hearing English spoken and by learning to match the sound of words with the way they look. Teachers therefore read to children a great deal so that they can hear the rhythm and flow of language. They are good at getting the children to join in and read together. This increases their understanding of a book because changes in expression can often show them what the words mean. The teachers' enthusiasm when reading aloud is infectious, and children are therefore really keen to read aloud themselves and share books.
9. Much teaching of writing in the infant classes is concentrated on helping pupils to quickly get to grips with basic skills, such as punctuation, so that they can concentrate on improving their style. Teachers help children to link their reading and writing. In a Year 1 lesson for example, the teacher played a game of 'word bingo' with the class. In the writing tasks that followed, they used some of the more complex words from the game, such as 'might' and spelled them correctly in their work. Many writing lessons feature teacher demonstrations and pupils are shown how to organise their work and build up stories. They quickly gain confidence in putting their own ideas together, following the pattern shown by the teacher. Each pupil has their own targets for improving their writing and teachers frequently remind them of these. As a result, pupils' work gets better in gradual, carefully guided steps.
10. As with literacy, lessons in numeracy are characterised by teachers' high expectations and pupils rise to these. The teaching of skills in mental calculation is particularly good and teachers are skilled at showing pupils different ways to work out answers. A lesson with teaching of this typically good quality was seen in a reception class. The teacher started off by asking the class to add numbers in their head. She asked different children for answers, giving them easier or harder sums

according to their level of achievement. One of the higher attainers worked out the answer to 'seven plus four' in his head. "How did you do that?" she asked. The boy explained with pride that he had simply started at the number seven and counted on another four.

11. Pupils' confidence in the infant classes springs from the amount of practice which is given by teachers in learning number facts such as tables. Children all have 'Learn by heart' targets in tables (and spellings). These form part of their weekly homework and are regularly tested by teachers. Pupils' motivation to achieve these targets is high as rewards are given for learning them correctly. Teachers expect that full marks will be achieved and if this is not the case, pupils are expected to carry on practising until they get them right.
12. Teachers instil enjoyment and confidence in children by making very good use of resources, such as games and practical activities. When they were learning about direction for example, the children in a reception class played a variation of 'snakes and ladders'. They had to move around the board in the direction indicated on the cards they chose. They thoroughly enjoyed the game and were learning terms such as 'right' and 'left' at a good rate during the session.

The school enables all children to achieve well by recognising and overcoming any barriers to their learning

13. Pupils at Girlington Primary have an extremely diverse range of learning needs. The school quickly takes account of these soon after they enter and provides very high quality support for all these children.
14. The excellent level of teamwork between teachers and support staff enables all pupils to have access to the same learning opportunities despite having different needs. The school has more children with physical disabilities than most primary schools. They achieve well because the school ensures that they have the attention and resources they need to cope with their work. In a Year 2 lesson for example, pupils with hearing impairment followed the same storybook as the rest of the class, but the support teacher shared it with them by signing. In a Year 5 literacy lesson, an adult supported a pupil with visual impairment who was using a magnifying screen to read the same text as the rest of the class.
15. In many lessons it is possible to see several groups of children being supported in different ways. This requires careful planning of lessons and the school's teaching force commits a great deal of time and effort to this. The school's determination to include all pupils, means that no children are made to feel awkward, and they maintain their self-esteem and confidence. During mental arithmetic sessions for example, lower attainers and other pupils with learning difficulties are often positioned near to a support assistant who will encourage them to answer teachers will also direct questions at them, which are not as hard as the others they ask.
16. Teachers make use of a good range of resources to interest and stimulate pupils. For those who have difficulty in concentrating, this also helps to maintain their attention. In literacy and numeracy lessons for example, they will often ask children to respond to questions by writing their answers on small, wipe clean boards. Some pupils, who lack confidence in speaking out, can make a

contribution in this way and the teacher is able to see quickly those who need extra help.

17. From the youngest classes, teachers push children hard to learn and do not see any reason why they should not achieve well. When children are not learning at a fast enough rate, there are ways in which they are supported throughout their school years. No child ever slips through the net because any problems encountered are met with a positive response, and they are given a boost in one form or another. In literacy for example, pupils who are not achieving well enough in Key Stage 1, join a special 'Reading Recovery' programme to improve their reading skills. In addition they may also be part of other small working groups for the intensive 'Early Literacy Support' programme. Pupils entering Key Stage 2 with low levels of attainment, reinforce and consolidate literacy skills through the 'Additional Literacy Support' lessons. Where pupils in Years 5 and 6 are not achieving expected standards, the school provides more special classes to boost their attainment.
18. Higher attaining pupils achieve well because the school provides good support, which enables them to cover a lot of ground. The funds made available to the school through the 'Excellence in Cities' initiative to support gifted and talented pupils have been used very effectively to raise their achievement. Several such groups of older pupils were observed at work on literacy or numeracy during the inspection. Each session was notable for high level of pupils' motivation and the way they relished challenge of the difficult work.

Parents are supported well and are given many opportunities to be involved in helping their children learn

19. This is a school that actively seeks a constructive relationship with parents and the heartening results from such a positive approach are clear as standards continue to rise. Four years ago, the headteacher told parents quite simply that pupils at Gurlington school could do better, and that the key to sustained improvement lay in their increased involvement with their children's learning. An enormous amount of work has taken place since then, whereby parents have become true partners in their children's education, working with staff towards school improvement. The headteacher has carefully considered the needs of parents and recognises that most are unable to come into school to help regularly. Undaunted, the school successfully concentrates on parental involvement from the standpoint of what parents can do to help at home.
20. Simple strategies have proved so effective because staff have taken time and energy to ensure these 'bed in' properly and have a continued and significant impact on what children learn. One of the single, most effective changes has been to encourage children and parents to share books at home. It took concerted effort from staff to achieve this as, to begin with, parents were reluctant to offer such support. Now, not only do parents support the 'Home Learning Project' but the evident success it brings their children, year after year, has served as a catalyst to push forward further initiatives in the school. Now that parents can see, at first hand, what a success this project has been, their curiosity is quickly fired by new projects. They participate eagerly as staff carefully introduce each new idea to them.

21. A very successful partnership exists with parents because the school identifies for them what it is that they can most effectively contribute to their children's learning. Led by the headteacher and deputy headteacher, the staff work tirelessly to raise parents' involvement from the superficial to an inclusive and active role. They are determined to communicate with parents in ways that they will understand. So, for example, when they wanted parents to understand the importance of reading books, the headteacher asked parents to keep them 'on a high shelf' when children brought them home. Parents immediately understood the degree of importance being stressed by the school because this is a place reserved for books, which are special to the Muslim faith.
22. Such committed and inspirational leadership has prompted a magnificent response from parents to initiatives such as "Jolly Phonics" and "Keep up with your child in literacy". Both schemes have successfully met their aims in helping infant children master early reading skills quickly. Parents have become active partners in their children's language development, participating in demonstration literacy sessions and really getting to grips with what their children are learning.
23. The strength and success of the relationship between home and school is directly related to the clear vision of staff about what they want children to achieve. Expectations are shared with parents. The school whets parents' appetites and fires their enthusiasm and a very high percentage of parents attend meetings and workshops. Their commitment to the school makes a considerable difference to the way their children approach learning. Coupled with the great strides pupils have made in their reading skills, and as a result of the additional work they complete at home with parents, standards are rising. Parents' involvement and their contribution to children's learning is a huge success story in this school.

WHAT COULD BE IMPROVED?

Standards in English by the end of Key Stage 2, particularly in writing

24. The staff and senior management team have identified this issue as a main priority for the next stages of the school's development. There are still some gaps in the knowledge and skills of pupils in Years 5 and 6, which means that standards are not as high for 11 year olds as they could be.
25. As changes and improvements have taken place over the last three years, pupils have gained increasing benefit. The introduction of the national literacy and numeracy strategies, and other initiatives to boost achievement has helped raise standards because they have resulted in better quality teaching and learning. However, because these initiatives are relatively new, they have had more impact on the achievement of the younger pupils.
26. By the end of the infant key stage, pupils have achieved extremely well in developing their language skills, so that most of them reach average levels. In the junior classes, good teaching enables pupils to build well on this solid base. In lessons, teachers enthusiastically introduce them to a wide variety of books including stories, poetry, and plays, but pupils lack a broad enough experience in working out the inferences or hidden meanings in books. Year 5 pupils for

example, studying the poem 'Hiawatha' found a few of the references difficult to understand although the teacher went to some lengths to explain them. This weakness in reading in turn affects the quality of their writing because they do not choose more adventurous language, and some of their writing such as stories for example, can be a little 'flat'.

27. Some pupils fall into bad habits with their handwriting and it is not picked up well enough by all teachers. This is a dip in what are the staff's normally high expectations. Some have taken their eye off the ball and overlook sloppy, careless recording of work in books.
28. Each pupil has personal targets that set out the next steps to improve their work. These are stuck into the front cover of exercise books as a reminder to them when they are writing. A few teachers refer to the targets when they are marking work and will comment on whether or not a pupil has been improving their work against them, but others do not. Some marking of work is of high quality as it spells out for pupils where their work is good and where it needs to improve. At other times, teachers make too little reference to these.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. To build further on pupils' attainment at the end of Key Stage 1, the school should now:

raise standards in English at the end of Key Stage 2 by:

- a) providing pupils with more support in understanding the more complicated ideas they encounter in reading books;
- b) keeping a closer check on the standards of handwriting, presentation and neatness in pupils' work;
- c) mark pupils' work more rigorously and draw their attention to how well they are meeting the targets set for them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	62	14	5	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 parttime pupils)	39	421
Number of full-time pupils known to be eligible for free school meals		190

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y
Number of pupils with statements of special educational needs	0	16
Number of pupils on the school's special educational needs register	3	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	483

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence	%
School data	7.9
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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
	99/2000	22	41	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	21
	Girls	35	38	36
	Total	56	60	57
Percentage of pupils at NC level 2 or above	School	89 (92)	95 (95)	90 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	36	35	35
	Total	58	57	57
Percentage of pupils at NC level 2 or above	School	92 (92)	90 (94)	90 (91)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	4
Pakistani	346
Bangladeshi	5
Chinese	0
White	4
Any other minority ethnic group	4

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)	21
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	491

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	8
Total aggregate hours worked per week	75

Number of pupils per FTE adult	4
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FTE means full-time equivalent.

Financial information

Financial year	99/2000
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	£
Total income	1,088,148
Total expenditure	942,178
Expenditure per pupil	2,113
Balance brought forward from previous year	84,030
Balance carried forward to next year	230,000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	498
Number of questionnaires returned	297

PERCENTAGE OF RESPONSES IN EACH CATEGORY

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2	0	0
My child is making good progress in school.	62	35	1	0	1
Behaviour in the school is good.	68	27	2	0	2
My child gets the right amount of work to do at home.	54	30	10	4	3
The teaching is good.	72	26	2	0	0
I am kept well informed about how my child is getting on.	50	39	8	2	1
I would feel comfortable about approaching the school with questions or a problem.	57	34	4	1	5
The school expects my child to work hard and achieve his or her best.	73	24	2	0	2
The school works closely with parents.	56	34	6	0	3
The school is well led and managed.	66	25	1	0	7
The school is helping my child become mature and responsible	60	34	4	0	2
The school provides an interesting range of activities outside lessons.	43	30	12	3	11