

# INSPECTION REPORT

## **BELL LANE PRIMARY SCHOOL**

Hendon

London NW4 2AS

LEA area: Barnet

Unique reference number: 101259

Headteacher: Mr J L Thomas

Reporting inspector: Madeline Ahearne  
15400

Dates of inspection: February 28 - March 1 2000

Inspection number: 190508

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:	3 – 11 years
Gender of pupils:	Mixed
School address:	Bell Lane Hendon London
Postcode:	NW4 2AS
Telephone number:	020 8203 3115
Fax number:	020 8203 7636
Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr Andrew Sherling
Date of previous inspection:	18 November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Bell Lane is a mixed primary school with a nursery. There are 301 full time pupils on roll: 161 boys and 140 girls. There are 222 pupils for whom English is an additional language: at 66.8 per cent, this is very high. There are 97 pupils who have special educational needs, and of these, three have statements. The percentage of pupils identified as having special needs (28.6 per cent) is above the national average. The percentage of pupils known to be entitled to free school meals at 37.5 per cent is above the national average. The school has 93 refugee pupils. The ethnic, religious and cultural mix of the school is very diverse. There is a high rate of mobility: nearly a third of the pupils sitting the national tests in 1999 had been at the school for two years or less.

A substantial number of pupils who enter the reception classes have had nursery provision in this school. The school takes 26 children who attend in the mornings and 26 who attend in the afternoons. Attainment on entry to the nursery and to the reception classes is well below that normally found in children of this age.

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

Bell Lane Primary is a good and improving school, with many very good features. By the age of eleven, pupils achieve very well when compared with pupils from similar schools. It is a friendly, welcoming community where good relationships are established quickly. The many strengths of the school greatly outweigh its weaknesses.

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

- Overall, teaching is good, with over a third of lessons observed being very good.
- The sustained focus on information technology has contributed effectively to pupil's achievements in the subject.
- Pupils enjoy school, are eager to learn and always try to do their best. They are very well behaved.
- Pupils have very good social skills and a strong sense of moral responsibility.
- The headteacher provides very strong leadership, and creates an effective climate that enables staff to develop well and children to learn. The deputy head and other senior managers ably support him.
- The dedicated, committed and hard-working staff form a very effective team.

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

- The school does not make sufficient use of the available data in order to identify individuals and groups of pupils who are underachieving.

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

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

The developments made since the last inspection in November 1996 have been sufficient to maintain the many strengths of the school, whilst bringing about still further improvements in aspects of the school's work. Teaching is still a strength of the school. Standards have improved since the last inspection, especially by the end of Key Stage 2. Pupils' good behaviour and their positive approaches to learning have made a significant contribution to their progress. Planning continues to be of good quality and the curriculum has been strengthened by the development of schemes of work for all foundation subjects. The provision for information and communications technology (ICT) has been substantially improved; the school now has a well-equipped and networked ICT room. The accommodation for the underfives is now good; the outdoor provision is well planned and stimulating. Some improvement has been made in evaluating pupils' progress and the value the school adds; data is now collected regularly and some analysis has taken place, but as yet the school has not sufficiently evaluated the progress of individual pupils, nor set targets for them.

### **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	E	C	A
mathematics	E	D	C	A
science	E	E	C	A

**Key**

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

The good quality of teaching and strong school systems enable children to progress well as they move through the school, so that they do very well when compared with pupils from similar schools.

Results of the tests in 1999 show that by the end of Key Stage 2, standards are broadly in line with national averages and children are performing very well when compared with similar schools. Standards have been rising over recent years. By the end of Key Stage 1, however, standards are well below the national average in reading and writing, and below in mathematics. When compared with similar schools, they are below in reading and writing, and close to national average for mathematics.

Attainment on entry to the nursery is below that expected for children of a similar age. The well-designed nursery curriculum offers a wide range of learning opportunities and good provision; despite this, attainment in literacy and numeracy is still low on entry to the reception classes.

Inspection evidence shows that most children make good progress in the infant classes so that by seven they have caught up to some degree, but standards are still below average in English, especially in writing, and in mathematics. In information technology, standards are in line with those expected for seven-year-olds. By the age of eleven, children are achieving what is expected nationally in most aspects of English and mathematics, and are achieving well in information technology.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated and eager to learn, and they participate enthusiastically in school activities.
Behaviour, in and out of classrooms	Behaviour in lessons is always very good and sometimes exemplary. Behaviour at playtimes is good.
Personal development and relationships	Personal development is very good, with many planned opportunities for pupils to take responsibility. Relationships throughout the school are very good.
Attendance	Despite the best efforts of the school, attendance and punctuality are unsatisfactory.

## 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.*

The quality of teaching is generally good throughout the school, with many instances of very good and sometimes excellent teaching observed. Teachers have implemented the literacy and numeracy strategies very effectively; this has had a very positive impact upon pupils' learning. Staff work together very well and their team work is a strength of the school. Teachers are well trained, reflective and committed. They manage pupils extremely well and create very positive classroom climates, within which children work with interest and enthusiasm. They are very clear about what they expect the children to learn. They know their children well and work hard to meet their many and diverse needs. To improve standards further, teachers need to be supported by a clear strategy for identifying and supporting even more precisely the specific needs of some pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers good curricular opportunities which are relevant to its pupils. A particularly good aspect is the use of computers in teaching literacy and numeracy. The literacy and numeracy strategies have been implemented well. These should now be 'fine tuned' to ensure that pupils' diverse needs are met fully. A wide and interesting range of clubs and educational visits enriches the curriculum.
Provision for pupils with special educational needs	The high number of pupils with special educational needs make good progress overall.
Provision for pupils with English as an additional language	Pupils with English as an additional language benefit from the focused teaching of specialist teachers; this has a positive impact on the progress they make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strength of the school. The school gives high priority to these aspects of children's development. Good role models of staff and very clear codes of behaviour ensure that pupils develop a mature understanding of moral responsibilities and behave very well. They have very good social skills and form strong relationships. They reflect on their experiences, gaining insight into the values and beliefs of others. They are learning to appreciate a variety of cultural traditions.
How well the school cares for its pupils	The school is a caring supportive environment within which children are happy and secure. Newcomers quickly adopt the values of the school and feel at home. The school fosters strong and effective partnerships with parents.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent climate, created by the headteacher and supported by the whole staff, strongly supports learning. There is a strong drive for improvement which permeates all aspects of school life.
How well the governors fulfil their responsibilities	The governors are active and well informed, and carry out their responsibilities well.
The school's evaluation of its performance	The school has a general view of its work. Staff have begun to develop systems that will enable them to measure the progress made by pupils. Monitoring arrangements should include identifying the achievements of different groups by ability, ethnicity or gender.
The strategic use of resources	Good use is made of staff expertise, of time, of material resources and of the building. The nursery accommodation has been greatly improved and is now good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The values and attitudes the school promotes.</li> <li>• The good behaviour of the children.</li> <li>• The expectation that children will work hard and do their best.</li> <li>• The extent to which the school has improved since the last inspection.</li> <li>• They find the school approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework a small minority of parents wanted more and an equally small minority wanted less.</li> <li>• One parent was concerned about the quality of lunchtime supervision.</li> <li>• One parent was concerned at the large class sizes in years 3/4.</li> </ul>

Parents' views gathered from questionnaires and from the parents' meeting are extremely supportive of the school. Inspectors' judgements support all of the parents' positive views. Homework arrangements are consistent with government guidelines and are judged to be appropriate.

## **PART B: COMMENTARY**

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

**Overall, teaching is good, with over a third of lessons observed being very good.**

1. Throughout the school, teachers prepare their literacy and numeracy lessons thoroughly by identifying precise learning objectives, grouping the pupils carefully and varying the activities. The well-structured lessons proceed at a good pace, are lively and interesting to the children. The teachers' detailed plans are accessible to support staff and thus guide their work with pupils. The prevailing climate in the classrooms is one where children work hard, with interest and enthusiasm, and where they expect to do their best. Teachers know their children well and work hard to meet their many and diverse needs. These features contribute significantly to the improving standards achieved and the good progress the pupils make.
2. One teacher displayed a considerable repertoire of excellent teaching skills in a literacy session with Year 1/2 pupils, focused on dictionary work. Activities were sequenced very well, with a good blend of talk and tasks that ensured learning about letters and sound-symbol relationships. In a session for a Year 3/4 special needs group, the teacher shared the learning objectives with the pupils; this enabled them to understand the task and to retell the story from a different point of view.
3. In the nursery, staff work very well together to provide well-planned activities with very good links that support children's learning. For instance, role-play in the 'Bell Lane Shoe Shop' led to a matching activity at the end of the day when children were able to put themselves into sets based on buckles and laces.

**The sustained focus on information technology has contributed effectively to pupil's achievements in the subject.**

4. In Key Stage 1, the pupils achieve standards that are at least in line with, and sometimes above, national expectations. By age eleven, standards are above those expected for pupils of this age. There has been substantial progress made in this subject since the last inspection.
5. The school now has a well-equipped and networked information and communications technology room. Additionally, there are computers in some classrooms. A substantial amount of in-service training has been provided to the whole staff, plus some very specialist training for individuals, which they have shared with colleagues. Some governors have attended training sessions. Five members of staff have been supplied with laptops to help further develop their information technology (IT) skills. The room includes a projector and screen. Teachers are thus able to use PowerPoint when working with whole classes, which has a powerful impact upon pupils and supports their learning well.
6. The head is very committed to developing this aspect of the curriculum, which he sees as a vital component to the children's education; with the subject leader, he has led the drive for improvement with staff. The governors have supported this work in the budget setting process. The staff collectively have very high levels of expertise in IT skills, which they use well for the benefit of pupils. They make very good use of the facilities in the computer room in some literacy and numeracy sessions.

7. For instance, in a well-prepared Year 2 lesson, very good use was made of Clicker to illustrate the use of speech marks. Children worked purposefully on the computers, highlighting text to change the size of the font, using the mouse skilfully. At the end of the session, they saved their work. Through use of the computer, pupils displayed a mature understanding of the use of speech marks in text.
8. A Year 5/6 class confidently used a commercial logo programme, when they successfully modelled effects on the screen by using repeat command and procedures to create 'crystal flowers'. Pupils had to follow specific instructions to obtain the desired effects. In another lesson, Year 5/6 pupils successfully entered data to calculate the total cost of a party menu.

**The pupils enjoy school, are eager to learn and always try to do their best. They are very well behaved.**

9. The school is characterised by the setting of high expectations of children in all aspects of school life. They are thus expected to work hard in class and to behave well at all times. The staff, inspired by the head, constantly seek ways to improve their performance, and to meet the needs of their pupils in interesting and challenging ways. Pupils respond to classroom activities with enthusiasm and their determination to work hard is seen in all lessons in all classes. Their attitudes to learning and strong motivation are significant factors in the school's success. Early instances can be seen in the nursery where children quickly settle into routines and show enthusiasm for the planned activities. Their personal and social development is at the centre of the provision and children are moving towards a level of self-esteem which underpins all their learning.
10. One class of Year 5/6 pupils was enthusiastic and full of ideas when identifying categories of flora and fauna. In another Year 5/6 class, children responded very well to the challenge of finding a rule to apply when multiplying and dividing by ten and a hundred. They persevered, responded to the challenge of operating like a computer spreadsheet in their heads, and through diligent application, came up with a meaningful set of rules. The behaviour and work-rate of a Year 1/2 class was uniformly excellent in a literacy session on use of the dictionary. Reception pupils were attentive and well focused in a lesson based on the story *The Bear and the Picnic Lunch*. Children persevere, even when they find the content difficult, as when a Year 3/4 group found the process of counting on as a method of subtraction difficult initially. They were confident enough to say that they did not understand, and after a revision of the process by the teacher, the majority of the class was able to come up with the right answers.
11. Pupils enjoy talking about their work, and are always ready to consider ways in which it can be improved. In some lessons, self-evaluation is built into the process, as when Year 5/6 pupils considered the questions at the end of a session on observational drawing: "If you could start again, would you choose the same media? How could it have been improved?" In the review phase of a Year 4 numeracy session on partition, children offered suggestions and corrected each other in a very helpful manner.
12. When asked, children say they enjoy school. Older pupils found it hard to think of ways in which school life could be improved for them. They are very proud of their school. This was exemplified at an assembly when older pupils were singing the school song: *One in a million*. Children know the words well and they sing tunefully and with gusto.

**Pupils have very good social skills and a strong sense of moral responsibility.**

13. Pupils behave very well in lessons and around the school. Behaviour was deemed to be good in almost all lessons observed, and very good in almost a third. Children respond well to the high expectations of their teachers, and generally excel with their courtesy and consideration for others. Relationships between pupils and teachers are extremely good.
14. Assemblies provide good opportunities for disseminating the school's values. For instance, during an assembly on the theme of connections, the story of Nelson Mandela was told by the headteacher, with the values of peace and reconciliation being emphasised. Many teachers share responsibility for assemblies.
15. The strong sense of personal values which permeates the school results in newcomers to the school, some of whom have come from troubled areas, being absorbed into the life of the school more smoothly than might be expected. Children benefit from the strong ethos, welcoming atmosphere and consistency of approach, and most of them quickly adapt their behaviour accordingly.

**The headteacher provides very strong leadership, and creates an effective climate that enables staff to develop well and children to learn. The deputy head and other senior managers ably support him.**

16. The aims of the school are encapsulated in the mission statement: 'Striving for Excellence'. This aim is reflected in every aspect of school life, and contributes to the improving standards. Parents, governors, staff and children know exactly what it means to be part of the Bell Lane school community. The leaders of the school share a common purpose and put children and their achievements first. Children know that they are expected to do their best, and know that the school values their achievements. This stems from the headteacher, who has succeeded in creating a positive school climate for improving standards of performance, both by children and staff. His clear vision for the school is known and understood by staff. He sees it as his role to sustain innovation and create an environment where this will flourish. This results in a team of people who have plenty of ideas which they feel able to put forward.
17. The headteacher places a high emphasis on the value of teamwork. The senior management meetings provide a clear platform for reviewing the school's work and for identifying the means for improvement. He delegates effectively, positively encourages the personal and professional development of his staff, and takes great pride in their accomplishments. The deputy headteacher has a clearly delineated role, within which she exercises real authority. The head and deputy work together in close partnership. The core subject leaders are acknowledged by colleagues as experts in their subjects and have a clear part to play in raising standards, through monitoring, and through providing training and advice.
18. The headteacher is committed to giving the best opportunities to all pupils. Parents understand this, and appreciate the welcoming and inclusive ethos of the school. The school population comprises a wide range of nationalities, with many children having English as an additional language; many children having special educational needs; and a sizeable number being refugee children, some from very troubled areas. The headteacher and staff put a high premium on enhancing pupils' educational opportunities; for instance, there is a range of after school clubs such as chess, computers and sporting activities. The school has forged close links with schools in

Germany and Holland; this has led to staff exchanges and to pupils e-mailing each other. In the music practice for the forthcoming school production observed during the inspection, children performed a complex piece to a very high standard. The dancers suggested interesting ways of improving their movements.

**The dedicated, committed and hard-working staff form a very effective team.**

19. The mixed-age classes, with a very wide range of ability, require a high level of planning by year group teachers to ensure standards, consistency, progression and continuity in the curriculum. The collaborative planning in year teams is uniformly effective and generally of a very high standard, with some outstanding practice. Liaison with the many good support staff, including volunteers, is impressive.
20. The positive climate engendered within the school means that staff are willing 'to go the extra mile'. This can be seen in all aspects of school life and contributes to the harmonious relationships and common sense of purpose prevailing in the school.

**WHAT COULD BE IMPROVED**

**The school does not make sufficient use of the available data in order to identify individuals and groups of pupils who are underachieving.**

21. Teachers know their children well, and use their knowledge skilfully in gauging the level of work. In their day-to-day work with pupils, they carefully identify gaps in children's learning and effectively plan the next steps. However, standards are low on entry, high numbers of new pupils join classes during the school year and vertical grouping creates a wide range of ability. The teacher's task is not just to cater for this wide range, but to accelerate the progress of those pupils who are behind in their learning. Assessment information could usefully be used to set targets for individual pupils that are shared with them.
22. The school identifies as the most important curriculum challenge the high level of need stemming from learners whose first language is not English. These pupils constitute some 70 per cent of all pupils. The work and academic progress of these pupils is to a large extent the key to raising standards. With so many pupils being at the early stages of acquiring English, whole-class teaching and discussion sometimes misses their needs. Questioning at times needs to aim for more sustained responses from pupils and the complexity of questions needs to be varied more flexibly so that pupils at different stages are all challenged and involved in classroom talk.
23. The previous inspection report indicated the need to develop quantitative techniques for evaluating pupils' progress and the value it adds. The school is currently working on this issue, and much has been achieved. To further this work, the school should analyse achievements to see which groups of children are making the most progress and which the least and asking questions about why. Secure systems for tracking pupils' progress would better support teachers in planning in detail the very diverse tasks they need to set in lessons, and in monitoring whether what they are doing with pupils is making a difference.

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

24. The school should now:

- improve analytical procedures in order to demonstrate what difference the school makes, particularly in reference to children with English as an additional language, refugee pupils, ethnic groupings and any other relevant group;
- ensure each lesson contains explicit planning to cater for the specific learning needs of bilingual pupils;
- ensure that questioning challenges pupils who are at different stages of acquiring English;
- provide more opportunities for pupils to speak, read and write at length.

(paragraphs 21, 22, 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	31	38	23	4		

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)	26	304
Number of full-time pupils eligible for free school meals		111

FTE means full-time equivalent.

Special educational needs	Nursery	YR –Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	97

English as an additional language	No of pupils
Number of pupils with English as an additional language	222

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	76

### Attendance

#### Authorised absence

1998/99	%
School data	6.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.1
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
	1999	16	29	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	9
	Girls	25	25	28
	Total	29	30	37
Percentage of pupils at NC level 2 or above	School	67 (55)	67 (56)	82 (66)
	National	85 (80)	86 (81)	90 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	4
	Girls	24	23	22
	Total	28	28	26
Percentage of pupils at NC level 2 or above	School	62 (52)	82 (56)	58 (56)
	National	82 (80)	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	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	16
	Girls	11	10	13
	Total	27	22	29
Percentage of pupils at NC level 4 or above	School	75 (60)	61 (48)	81 (56)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	10	10
	Girls	12	10	11
	Total	25	20	21
Percentage of pupils at NC level 4 or above	School	69 (60)	56 (48)	58 (56)
	National	68 (65)	69 (65)	75 (72)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	55
Black – other	11
Indian	43
Pakistani	11
Bangladeshi	5
Chinese	0
White	122
Any other minority ethnic group	55

*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)	15.5
Number of pupils per qualified teacher	24.3
Average class size	22.8

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

Total number of education support staff	10
Total aggregate hours worked per week	214

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/1999
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	£
Total income	692742
Total expenditure	694721
Expenditure per pupil	2271
Balance brought forward from previous year	26942
Balance carried forward to next year	24963

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	14	4	2	0
My child is making good progress in school.	57	30	5	4	4
Behaviour in the school is good.	52	43	2	2	2
My child gets the right amount of work to do at home.	54	36	5	4	0
The teaching is good.	62	32	0	2	4
I am kept well informed about how my child is getting on.	60	36	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	2	0	4
The school expects my child to work hard and achieve his or her best.	71	23	2	0	4
The school works closely with parents.	55	39	2	2	2
The school is well led and managed.	52	42	0	2	4
The school is helping my child become mature and responsible.	65	27	4	0	4
The school provides an interesting range of activities outside lessons.	55	20	7	4	14

### Other issues raised by parents

At the parents' meeting strengths of the school were judged to be:

- high expectations in all aspects of school life;
- good teaching;
- the attitudes and values promoted by the school;
- the good behaviour of the children;
- its accessibility.