

INSPECTION REPORT

ST MICHAEL'S CofE VC FIRST SCHOOL

Aylsham, Norwich

LEA area: NORFOLK

Unique reference number: 121027

Headteacher: Mrs Judith Towle

Reporting inspector: Carole Green
021526

Dates of inspection: 13 June 2000 – 14 June 2000

Inspection number: 190952

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First
School category: Voluntary Controlled
Age range of pupils: 4-8
Gender of pupils: Mixed

School address: School House Lane
Aylsham
Norfolk
Postcode: NR11 6EX
Telephone number: 01263 732260
Fax number: 01263 732260

Appropriate authority: The Governing Body
Name of chair of governors: Mrs Clare Glenn

Date of previous inspection: 29/04/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Carole Green	Registered inspector
Madeleine Keep	Lay inspector
Fiona Musters	Team inspector

The inspection contractor was:

Norfolk LEA

Norfolk Education Advisory Service
Norwich Professional Development Centre
Woodside Road
Norwich
NR7 9QL

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils	144	Below average
Pupils with English as an additional language	1.9%	Higher than national average
Pupils entitled to free school meals	3.5 %	Below national average
Pupils on register of special educational needs	15.6 %	Below national average
Average class size	28	

St Michael's First Voluntary Controlled School is located on the edge of the small market town of Aylsham and has strong links with its local Church of England church. It caters for boys and girls between the ages of four and eight years, who mostly live in the town of Aylsham but some travel from small outlying villages. Pupils' attainment when they start school is above that found nationally.

HOW GOOD THE SCHOOL IS

Pupils at St Michael's First School attain high standards by the time they leave school and they do very well in national tests in reading, writing and mathematics in Year 2. The quality of teaching is nearly always satisfactory or better and for the youngest and oldest pupils it is always good. The headteacher, governors and staff provide a caring well-organised environment where pupils and parents feel welcomed and valued. The school provides good value for money.

What the school does well

- In national tests at the end of Year 2 pupils attain standards in English, maths and science that are well above average.
- Pupils' speaking and listening skills are very good.
- Provision for pupils with special educational needs is very good. Learning Support Assistants give pupils individual and sensitive support.
- Pupils' attitudes to learning are very good; they are enthusiastic about their work.
- The school promotes pupils' spiritual and moral development very well. Pupils show respect for one another's feelings and points of view.
- Teachers know their pupils well. The procedures to ensure that pupils and staff work in a safe and caring environment are very good.
- Day to day management of the school is very efficient. The headteacher, governors and staff are committed to pupils attaining high standards.
- Parents are very supportive of the work of the school and value the school's strong sense of tradition.

What could be improved

- The monitoring and evaluation of the quality of teaching needs to be developed more rigorously to ensure consistently good teaching throughout the school.
- Roles and responsibilities of the senior management team need to be further developed.

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 April 1996. Since that time there has been an improvement in the standards that pupils achieve in national tests especially for the more able pupils. Teachers have worked hard to ensure that pupils make better progress in their maths, science and written work. One of the recommendations in the previous inspection report was for the school to monitor the quality of teaching to ensure that all teachers have a good level of subject knowledge and good skills in managing children's behaviour. Some progress has been made in this issue. Children's behaviour is no longer a problem and teachers have attended training to improve their subject knowledge. Programmes for monitoring the quality of teaching have been introduced, but are not yet sufficiently rigorous to ensure that all teaching is satisfactory. Teachers' planning for lessons is now more

consistent as are procedures for assessing pupils' work.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A*	A	A
Writing	A*	A*	A*	A
Mathematics	A	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

These results are very good. By the age of seven standards are high in national tests in reading, writing and mathematics. The school has maintained these high standards for the last few years. The school recently identified that in national tests boys were not achieving as well as girls. They set targets to raise boys' attainment and in 1999 boys attained higher standards than girls in reading and mathematics. Evidence from the inspection shows that pupils under five achieve beyond what is normally expected for their age in language and number and confirms that, by the time pupils leave the school, they have made good progress and achieve good standards for their age in English, maths and science. Inspectors were particularly impressed by pupils' very good speaking and listening skills throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their learning are very good. They are enthusiastic about their work.
Behaviour, in and out of classrooms	Good. Pupils are very well behaved, both in lessons and at playtimes.
Personal development and relationships	Very good. Pupils cooperate well; they listen and respond well to each other's ideas. Relationships throughout the school are good.
Attendance	This is good. Pupils enjoy coming to school and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged up to 8 years
Lessons seen overall	Good	Satisfactory	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.

94 percent of lessons were satisfactory or better, and 17 percent were very good. 6 percent of lessons were unsatisfactory.

There are many strengths in the teaching in the school, although there remain some areas for improvement. Teaching for children under five is consistently good and at times very good. This is an improvement since the last inspection. These young pupils make a good start to their education. Routines are well established and planned activities are practical and interesting and consequently pupils are eager to learn. In Key Stage 1 classes the quality of teaching is more variable, ranging from a small percentage of teaching that is unsatisfactory to 50 percent which is good. In good lessons teachers use resources well and are particularly skilful at devising challenging questions which require pupils to think deeply and develop their knowledge and understanding. This also supports pupils' very good speaking and listening skills. Where there are weaknesses in teaching pupils are not given sufficient opportunities to develop their ideas and consequently they are less confident about what they are learning. Older Reception pupils are not always given sufficient opportunities to work independently.

Two-thirds of the teaching in Key Stage 2 is good. Pupils are encouraged to take an active part in lessons and the work they are given is challenging. Inspectors were impressed by good work in science in Year 3.

The teaching of literacy is generally good. Teachers have a good understanding about what pupils need to learn and lessons are well prepared. Teachers have largely been successful at introducing the National Numeracy Strategy and this has supported the improvement from the last inspection in pupils' investigative and problem solving skills. There remain some inconsistencies, however, in the way the strategy is used and in teachers' ability to ensure that all pupils have a good understanding of what they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. Good use is made of the local community to enrich the curriculum.
Provision for pupils with special educational needs	Very good. Learning Support Assistants have a good understanding of pupils' needs and give sensitive help.
Provision for pupils with English as an additional language	Good. Pupils for whom English is an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is a strength. The school is very successful in promoting Christian values. Pupils' social development is good. They work well together and play cooperatively. The school provides good opportunities to develop pupils' understanding of their own culture, but their understanding of the richness and diversity of other cultures is less well developed.
How well the school cares for its pupils	Very good. Teachers know their pupils well. Good procedures are in place to ensure that all pupils and staff work in a safe and caring

	environment .
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	<p>The headteacher is well-organised and extremely supportive of her staff. The school has recently received the Investors In People award. The day to day management of the school is very good. Through her supportive leadership the headteacher ensures that the school remains focussed on raising standards.</p> <p>The role of subject leaders is developing well and they are given time to carry out their responsibilities.</p> <p>Governors have recently promoted two members of staff as senior teachers. It is too early to judge the impact of this decision. As yet their roles are not sufficiently developed.</p>
How well the governors fulfil their responsibilities	Governors contribute effectively to the leadership of the school and use their individual talents well. The chair of governors has a very good understanding of the school's strengths and weaknesses and devotes a lot of time to working closely with the headteacher and staff. Governors fulfil their responsibilities well.
The school's evaluation of its performance	The school successfully carries out detailed analysis of data to prioritise areas for improvement in raising standards and then ensures that support is targeted to enable the identified improvement to take place. Although systems for monitoring the quality of teaching have been introduced, they are not yet sufficiently rigorous and consequently there remain aspects of teaching in Key Stage 1 which are unsatisfactory
The strategic use of resources	The school uses its resources well. Financial spending is carefully linked to priorities in the school development plan and financial administration is good. The school is especially successful in targeting learning support for pupils with special educational needs.

Value for money: Children entering the school in the Reception class achieve above average levels of attainment. The school uses its resources well to ensure those pupils make good progress in their learning and attain high standards when they leave. The school provides good value for money and is beginning to apply the principles of best value to monitor its performance.

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 values the school promotes and its strong sense of tradition. The good progress their children make. The good teaching. The high expectations the school has of its pupils. Children's good behaviour both in and out of school. The provision the school makes for pupils with special educational needs. The strong links with the local community. 	<ul style="list-style-type: none"> The provision of activities outside lessons.

Inspectors generally agree with the positive views the parents have of the school. Although there is often good teaching in the school, there is occasionally some unsatisfactory teaching. There are difficulties in providing after-school activities, which are available to all pupils, because of those that travel by bus and have to be collected promptly at the end of the school day.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In national tests at the end of Year 2 pupils attain standards in English, maths and science that are well above average.

1. Pupils achieve high standards in National Curriculum tests at the end of Key Stage 1 when they are seven in reading, writing and mathematics. Teacher assessment in science suggests that pupils also reach high standards in this subject. These standards are well above average when compared with the results of similar schools. Since the last inspection the percentage of pupils attaining the higher level (Level 3) in each of these subjects has increased.
2. The school continuously strives to improve the standards pupils attain in these tests. Through the careful analysis of data it identifies groups of children whose performance could be improved and then targets resources to ensure that improvement takes place. A good example of this is the recent improvement in the attainment of boys in reading and mathematics in the 1999 tests, after staff had identified that girls had attained significantly higher standards in 1998.
3. The work inspected indicates that the standards that pupils attain in English and mathematics throughout the school are generally good. Pupils under five make good progress in these areas of learning. Standards in reading are good at Key Stage 1 and 2; pupils read with confidence but at times lack enthusiasm. Standards in writing are good and pupils' work is well presented. More opportunities could be provided for pupils to write at length and for a wider range of purposes. The school has identified the need to raise standards in spelling and although standards are generally good they will need to ensure that pupils throughout the school are taught consistent strategies when attempting to spell unknown words. The sound introduction of the National Literacy Strategy ensures that pupils have a good understanding of the differences between fiction and non-fiction texts and are making good progress in developing their skills to find information from books.
4. In mathematics standards seen during the inspection are good for pupils under five and at Key Stage 2, but are more variable at Key Stage 1. Pupils mostly attain above average standards, but they fall below the expected standard when they are less confident in carrying out practical activities and in explaining what they have learned.

Pupils speaking and listening skills are very good.

5. By the end of Key Stage 1 and in Year 3 pupils' speaking and listening skills have been well developed. When pupils first come to school they are encouraged to talk about their families and homes and about the work they have done in school. Teachers recognise the importance of giving these young children time to form their ideas and they have high expectations of their behaviour. They learn to listen carefully, both to each other and to the adults who are working with them.
6. As pupils progress through the school their confidence in speaking increases. They are very welcoming to visitors and enjoy talking about and explaining the work they are doing. Teachers continue to provide opportunities for pupils to extend these skills through assemblies and class discussions. During the inspection some Year 1 and 2 pupils led a class assembly for parents and the whole school. Pupils' read their poems with humour and good expression and acted out a short story with great confidence.

7. In the best lessons teachers encourage pupils to explain their thinking by asking “What do you mean by that?” or “Could you tell us a little bit more about.....?” In class discussions pupils are encouraged to listen to each other's point of view and to respect the views of others. This fosters pupils' good moral and social development and the considerate and tolerant behaviour that is evident throughout the school.

Provision for pupils with special educational needs is very good. Learning Support Assistants give pupils individual and sensitive support.

8. The school has good procedures for identifying pupils with special educational needs. The headteacher works closely with parents, staff and outside agencies so that once pupils' needs have been identified they are supported well. Careful planning of their work and regular assessments ensures they generally make good progress. Very occasionally the work that younger pupils in Key Stage 1 are given is too difficult and not well matched to their identified needs and then their progress is slow. All staff work hard to ensure those pupils with special educational needs are fully integrated into the life of the school.
9. Learning Support Assistants know individual pupils well and work closely with class teachers to support pupils' learning. They are continually assessing pupils' progress and reporting this back to teachers so that the next steps of learning can be planned. They are very sensitive to pupils' needs and recognise the importance of praising their efforts to raise their self-esteem. The school in turn encourages Learning Support Assistants to extend their own expertise and subject knowledge through professional development and training.
10. Parents are very appreciative of the work that the school does for pupils with special educational needs.

Pupils' attitudes to learning are very good. They are enthusiastic about their work.

11. Pupils' attitudes to learning are very good throughout the school and this helps towards the good progress they make in their learning. The stimulating, practical and relevant activities that are planned for children in the Reception class ensure that they approach their tasks with enthusiasm and develop good work habits. These positive attitudes continue as pupils progress through the school and they respond well to interesting lessons. Teachers achieve this through the good use of resources and by using a variety of teaching methods that engage pupils' attention. By the time they reach Key Stage 2 pupils are encouraged to take an active part in lessons; there is always a good balance between teacher and pupil talk.
12. Pupils enjoy working cooperatively. They listen carefully to each other's ideas and share resources well. When given the opportunity they show a growing independence in their learning through choosing their own resources or deciding how they will record their work. This is not developed consistently, however, throughout the school and there are times when older Reception pupils, for instance, are given too much adult support in their creative work. At these times they are not given the opportunity to make their own decisions about the materials they would like to use.
13. Pupils' positive attitudes lead to good behaviour, both in lessons and around the school. The good behaviour at playtimes is supported by a well-organised range of activities, such as skipping and ball games and includes the recent introduction of a quiet area. Relationships between pupils and between adults and pupils are good.
14. Parents are very appreciative of the work the school does to encourage good behaviour and they are justly proud of the way pupils behave both within and outside school.

The school promotes pupils' spiritual and moral development very well. Pupils show respect for one another's feelings and points of view.

15. The school is very successful in meeting its aim of promoting strong Christian values. Daily acts of collective worship are well planned and a calm and reflective atmosphere is created through the use of music, the singing of hymns and the reading of prayers, sometimes written by the pupils themselves.
16. The school is equally successful in promoting pupils' moral development. Pupils learn the difference between right and wrong through stories they hear and discuss in assemblies and in class through agreeing their own classroom rules, which are then implemented. Pupils show kindness and respect towards each other and are very anxious to support their friends when they are upset.
17. The school promotes strong links with the local community to support pupils' cultural development. For example Year 3 pupils have recently visited buildings in the town of Aylsham to support their work in history. Parents support these links with the past and appreciate opportunities for pupils to take parts in traditional events like maypole dancing.
18. More could be done, however, to promote pupils' understanding of the richness and diversity of other cultures.

Teachers know their pupils well. The procedures to ensure that pupils and staff work in a safe and caring environment are very good.

19. The previous inspection report recognised the good quality support and guidance that staff gave to their pupils and this position has been maintained.
20. Procedures for child protection are very good. The school has good procedures to ensure pupils' care and safety. Registration is carried out efficiently, attendance is effectively recorded and absences are checked. The school has good communication systems for ensuring that both teachers and parents are quickly informed, if necessary, when accidents occur at playtimes. Links with other agencies for pupils with special educational needs are good.
21. Parents are appreciative of the good care the school gives to its pupils and they feel that both the headteacher and staff are readily available to listen to their concerns. The school ensures that good procedures are in place to introduce and welcome new parents and children to the school.
22. The school is very conscious of the need for both pupils and teachers to work in a safe environment and good security procedures are in place.

Day to day management of the school is very efficient. The headteacher, governors and staff are committed to pupils attaining high standards.

23. The day to day running of the school is very efficient and this provides a calm but purposeful environment, which is conducive to effective teaching and learning. The headteacher ensures that she is available to talk to parents at the beginning of each day fostering the very good relationships between home and school.
24. The headteacher and governors have ensured that raising standards is identified as a priority in their school development plan and that resources are targeted to support improvements. The headteacher keeps governors regularly informed of the progress the school is making and uses data well to track pupils' progress.

25. The school has recently introduced individual target setting for pupils to help raise standards further. Teachers have not, however, all implemented this in the same way, so that in some classes targets are focussed on improving academic performance, whilst in others they are more concerned with improving behaviour. Most pupils are aware of their targets and enjoy a sense of achievement when they are reached.

Parents are very supportive of the work of the school and value the school's strong sense of tradition.

26. Parents are very positive in their views about the school and this is a strength. They are pleased with the standards their children attain and feel that by the time they leave St Michael's they have acquired good attitudes to their work and are well prepared for their transition to the local middle school.
27. Parents are appreciative of the care the school takes of their children and its high expectations of good behaviour. They report that teachers know their children well. They find the teachers very approachable when problems arise. Members of staff ensure that the youngest pupils are well looked after when they first start school and help all pupils, whatever their ability, to make progress. Parents describe children's behaviour as exemplary and are particularly proud of the way they behave out of school. This enhances the school's good reputation in the local community.
28. Parents also identify as a strength the school's strong ethos and its sense of tradition.

WHAT COULD BE IMPROVED

The monitoring and evaluation of the quality of teaching needs to be developed more rigorously to ensure consistently good teaching throughout the school.

29. Although the school has systems to monitor and evaluate the quality of teaching, they are not sufficiently rigorous and are not always targeted on teaching problems in particular subjects or classes and, consequently, they do not ensure improvement when unsatisfactory teaching is identified. A key issue from the last inspection report was to raise the quality of teaching to a consistent level. The school has supported teachers in raising the level of their subject knowledge where it was weak and in ensuring more consistent methods of managing pupils' behaviour, but the quality of teaching at Key Stage 1 remains variable and occasionally is unsatisfactory.
30. The headteacher and subject leaders have regular monitoring programmes, which include observing teaching. These need to be further developed so that where aspects of good teaching are identified they are shared and analysed, so that teachers recognise the impact of good teaching on pupils' attainment and attitudes to learning. Equally where teaching is found to be unsatisfactory a programme for improvement should be set in place. This should include opportunities for teachers to observe good practice, and be given support in identifying the most appropriate teaching methods that will ensure pupils have a good understanding of what they are expected to learn and are given more opportunities to talk about and explain their understanding of new concepts. Once these programmes are put in place then progress should be regularly monitored.
31. Additionally the headteacher and subject leaders should also ensure there is more consistency in the following areas:
- Planned activities should have clear learning objectives that are explained to pupils, and teachers should ensure there is sufficient time to review these at the end of lessons.
 - Approaches to the teaching of spelling and more consistent guidance on the strategies pupils are encouraged to use when attempting to spell unknown words. This would support the school's current priority in further raising standards in spelling.

Roles and responsibilities of the senior management team need to be further developed.

32. Following the recent promotion of the deputy headteacher to another school, the headteacher and governors agreed to divide this role on a temporary basis between two members of staff. Governors have recently agreed that these posts be made permanent so that, together with the headteacher, they form the school's senior management team. Both members of staff have been given clear areas of responsibility but these are mostly linked to the school's day to day organisation and to ensuring documentation meets statutory requirements.
33. The senior management team does not meet on a regular basis and consequently its role in determining strategic policy is weak. The headteacher and governors should now consider ways of further developing the roles of the senior teachers, so that they have delegated responsibilities that will both further their own professional development and ensure that they make an effective contribution in determining future priorities for the school, and are able to deputise effectively for the headteacher in her absence.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made satisfactory progress since the last inspection. In order to improve further it should now:

- i) Make the monitoring and evaluation of the quality of teaching more rigorous to ensure consistently good teaching throughout the school.
- ii) Redefine the roles and responsibilities of the senior management team to ensure that the senior teachers play an effective role in determining strategic policy for the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	50	28	6	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 – Y3
Number of pupils on the school's roll (FTE for part-time pupils)		144
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		28

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	15	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	15	15	15
	Total	34	33	35
Percentage of pupils at NC level 2 or above	School	97 (88)	94 (91)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	15	15	15
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	97 (86)	100 (86)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	142
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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 – Y3

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	23.2
Average class size	28.8

Education support staff: YR – Y3

Total number of education support staff	3
Total aggregate hours worked per week	41

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	305329
Total expenditure	283876
Expenditure per pupil	1986
Balance brought forward from previous year	26684
Balance carried forward to next year	48137

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	3	3	0
My child is making good progress in school.	63	34	1	1	0
Behaviour in the school is good.	57	38	1	0	4
My child gets the right amount of work to do at home.	34	50	11	4	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	46	47	4	3	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	4	3	0
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	51	42	3	3	0
The school is well led and managed.	76	21	0	0	3
The school is helping my child become mature and responsible.	62	36	1	1	0
The school provides an interesting range of activities outside lessons.	20	29	30	7	11