

# INSPECTION REPORT

## **GREYTHORN COUNTY PRIMARY SCHOOL**

West Bridgford

LEA area: Nottingham

Unique reference number: 122735

Headteacher: Graham Lodge

Reporting inspector: Mr John Earish  
23216

Dates of inspection: 3<sup>rd</sup> - 4<sup>th</sup> April 2000

Inspection number: 191230

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Greythorn Drive  
West Bridgford  
Nottingham

Postcode: NG2 7GH

Telephone number: 0115 9149779

Fax number: 0115 9149778

Appropriate authority: The governing body

Name of chair of governors: Jon Hawketts

Date of previous inspection: November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
John Earish	Registered inspector
Sarah Drake	Lay inspector
Frances Forrester	Team inspector

The inspection contractor was:

HeadStart & Associates

Higherland Bridge  
49, West Street  
Gargrave  
Skipton  
North Yorkshire  
BD23 3RJ

01756 748028

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>13</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>14</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Greythorn Primary School was opened in 1988 in West Bridgford, a popular developing residential area on the southern outskirts of Nottingham. A spacious hall was added in 1995, and an additional classroom is presently under construction so that children under five can be admitted to the reception classes from September 2000. Currently, there are 288 pupils on roll who are admitted full time when they reach statutory age in the term following their fifth birthday. Many pupils live in owner occupied housing, with some families in rented and local authority housing. Many are from professional and managerial backgrounds. Eighteen per cent of pupils are identified as having special educational needs. This is close to the national average. One pupil has a statement of special needs. Six per cent of pupils are from homes in which English is not the first language, which is higher than in most schools. There are no pupils known to be eligible for free school meals. The attainment of children when they start school covers a wide range but is average overall, with a significant number of pupils with language and literacy skills that are below average.

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

Greythorn Primary is a very good school. Its success is built on clear purposeful leadership, and on effective partnership between staff, home and the community. Pupils are very eager to learn, are interested in their work, and behave very well. The quality of teaching is very good. The headteacher, deputy headteacher, senior managers and governors all work very well together to achieve their aims of sustaining high standards and motivating pupils through challenging and interesting activities. These high standards are achieved on an average income and therefore the school provides very good value for money.

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

- Results in national tests for pupils in their final year are very good, and the school is strongly committed to sustaining and raising standards of all pupils.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- The headteacher, deputy headteacher, senior managers and governors provide excellent leadership, and all work very effectively as a team.
- Teaching is very good overall, and was very good in 48 per cent of the lessons observed during the inspection.
- There are excellent procedures for monitoring and evaluating the school's performance and for taking effective action.

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

- Systems for monitoring the progress of more able readers at Key Stage 1.

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

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

The last inspection in November 1996, found Greythorn to be 'very well led', with a 'very good ethos', which made the school 'a very good place in which to grow up'. Since then the school has sustained these very good standards, and continued to develop in several ways.

In the most recent reporting year, standards in English, mathematics and science were well above the national average, and above those of schools with a similar intake. Standards in these subjects have been above or well above the national average since 1997. The teaching is better now than at the last inspection, and all lessons are at least good. New procedures are now in place to monitor the quality of teaching and learning, and the needs of pupils of different abilities are catered for. All statutory requirements are in place. All key issues for action previously identified have been tackled effectively. The school is now well placed to continue to improve even further with the introduction of provision for children under five from September 2000.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			Similar schools	
	1997	1998	1999	1999	
English	B	A	A	B	well above average    A above average        B average                C below average        D well below average    E
mathematics	A	A	A	B	
science	A	A	A	B	

By the age of 11 years, standards in English, mathematics and science are well above average when compared to all schools, and above those of schools with a similar intake. The trend in the school performance for English, mathematics and science has been above or well above the national average since 1997. The school has set realistic targets for pupils' performance in 2000 and 2001, and evidence suggests they are in line to meet them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages show very positive attitudes towards school and learning.
Behaviour, in and out of classrooms	Consistently high standards of behaviour in lessons, when moving around school, during assembly and throughout the day, make a strong contribution to the creation of a very positive learning environment.
Personal development and relationships	Very good. The school is a harmonious community in which pupils of different ages, gender, ethnic groups and abilities work and play happily together.
Attendance	Attendance is well above the national average, with little lateness.

Courtesy and mutual respect are evident everywhere in the school. Pupils' attitudes to learning are very good, and they have a positive effect on both the quality of education and the standards achieved. The pupils' behaviour, relationships and personal development are also very good, and all contribute to a very orderly and welcoming environment in which effective learning can take place. There have been no fixed period or permanent exclusions during the last two years.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Not applicable	good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in the school is very good. In all of the lessons observed teaching was either good or very good. At Key Stage 1, all the lessons were at least good, and 36 per cent were very good. At Key Stage 2, all the lessons were at a least good, and 57 per cent were very good. Teachers are enthusiastic and very clear about what they expect pupils to learn. They ensure that

lessons are varied and challenging for pupils of all abilities, including those with special educational needs and English as an additional language. Literacy and numeracy are very well taught across the school. There were no significant weaknesses in teaching observed during the inspection.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The very good curriculum is broad and balanced and caters well for the wide range of pupils' backgrounds, interests and abilities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good overall, and procedures are very good.
Provision for pupils with English as an additional language	The needs of pupils with English as an additional language are very well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. All aspects of spiritual, moral, social and cultural development make a very positive contribution to the overall personal development of pupils.
How well the school cares for its pupils	The school has very good procedures for monitoring and caring for its pupils. All adults manage pupils well, treat them with respect, and listen carefully to them. This creates a secure environment in which pupils feel valued and can thrive.

The very good curriculum is broad and balanced and meets statutory requirements. Very good links between subjects have been made so that skills learned in numeracy, literacy and information technology can be developed in other lessons. The building of a new information and communication technology area has enhanced the delivery of information technology. This is being used very effectively by all teachers to raise standards. Provision for pupils with special educational needs is good, and for English as an additional language it is very good, enabling all pupils to take a full part in lessons. Well planned assemblies and religious education lessons enable pupils to reflect on their own beliefs and feelings. Arrangements for child protection, and procedures to ensure pupils' welfare, health and safety are very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher, senior managers and governors provide outstanding leadership. All members of the school community work very well as a team, and are committed to school improvement.
How well the governors fulfil their responsibilities	The governing body is very supportive and successfully fulfils its role as critical friend to the school. It is very well organised and fulfils its legal responsibilities by means of a very effective committee structure. The information governors provide for parents is of very high quality, easy to follow, and very well presented.
The school's evaluation of its performance	The school has recently introduced new rigorous and supportive arrangements for monitoring and evaluating the quality of planning and learning. Senior managers, working as a team, carefully analyse strengths and weaknesses, and use this information to decide priorities for the school management plan.
The strategic use of resources	The school makes very good use of time, people, accommodation and resources available to the school for the benefit of all pupils.



The headteacher provides outstanding leadership, which gives a strong sense of purpose and direction to the school. There is also a high standard of educational debate between teachers and governors and all work together to provide high quality learning for all pupils. The governors are starting to successfully apply the criteria for best value in terms of the recruitment of staff, and the quality of services.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• Children like school.</li> <li>• Teaching is good.</li> <li>• Children make good progress.</li> <li>• Behaviour in school is good.</li> <li>• The school helps children to become mature and responsible.</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The range of interesting activities outside lessons.</li> <li>• The amount of work some children do at home.</li> <li>• Information about how children are getting on.</li> </ul>

Inspectors' judgements support parents' positive views. Pupils enjoy school, and form very good relationships with their teachers and with each other. The school has worked very hard to involve parents in the life of the school, and they find it very easy to approach the headteacher and staff with suggestions and problems. Some parents do not feel sufficiently well informed about how well their children are progressing, nor do they consider that the school provides a sufficiently wide range of activities outside lessons, or a suitable amount of homework. However, inspectors consider provision in all these areas to be at least satisfactory.

## **PART B: COMMENTARY**

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

**Results in national tests for pupils in their final year are very good, and the school is strongly committed to sustaining and raising standards of all pupils.**

- 1 The results of the 1999 national tests for 11 year olds in English, mathematics and science are well above average. Attainment of children when they start school covers a range of abilities but is mainly average, with a significant number with language and literacy skills that are below average. By the age of 11 years, standards in English, mathematics and science are well above average when compared to all schools, and above the average for similar schools. The school's performance for all core subjects has been above or well above the national average since 1997. The school has set realistic targets for pupils' performance in 2000 and 2001, and evidence suggests they are in line to meet them. The work pupils were doing during the inspection confirmed these standards.
- 2 The school attributes the consistency in their results to the careful work in analysing and interpreting all the data from the previous year's tests, and improvements to teacher assessments. This usefully identifies specific areas of work that need more emphasis and has resulted in 'booster groups' to help raise the numbers of pupils attaining the higher Level 5 or above at Key Stage 2. This careful analysis enables teachers to focus their attention on areas that are likely to make a difference. This includes monitoring attainment to improve standards of literacy thus helping pupils to achieve their potential in written tests.
- 3 The results for seven year olds in the national tests for writing and mathematics are also good. Compared with all schools nationally, standards in mathematics are well above average, and in writing they are above average. In comparison with similar schools standards in mathematics are above average, and in writing are average. However, compared with all schools nationally, standards in reading are average, but well below those of similar schools. Analysis of the data for 1999 shows that the proportion of pupils reaching the national target of Level 2 in reading was above the national average, but the proportion reaching Level 2B was well below the national figures. The school has already been working at improving this area with some success. Although a significant number of children start Key Stage 1 with below average reading levels, 90 per cent achieve Level 2 by the end of the Key Stage 1, which is above the national average. Teachers now are working at increasing the numbers attaining Level 2B and Level 3. Also, teachers feel that the National Literacy Strategy is beginning to have a positive effect on standards generally in the school.
- 4 The school effectively supports pupils with English as an additional language, and those on the special educational needs register. Each pupil has targets and strategies linked to their individual education plans. The work done by pupils withdrawn from lessons is well linked to the work of the class and to individual education plans.
- 5 Central to the drive to raise standards is the effective implementation of the monitoring and evaluating policy, which enables teachers and senior managers to judge the effectiveness of learning activities. This information is then used to inform planning to meet the needs of all pupils, particularly those who are higher attainers, and to identify what needs to be done next. This area of the schools' work was a key issue for action at the time of the last inspection. It has been tackled very effectively.

**Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.**

- 6 Throughout the school pupils' attitudes to learning are very good and have a positive effect on both the quality of their education and the standards of work that they achieve. Their behaviour, relationships and personal development are also very good, and all contribute to an orderly and welcoming environment in which effective learning can take place.

- 7 Attitudes to work are very good. Without fail, pupils settle well at the beginning of lessons and await the teachers' introduction with eager anticipation. They listen extremely well and keenly watch any demonstrations so that they can follow instructions correctly. They are keen to tackle new work, confidently share ideas with others, and show a real desire to improve their work. For example, during a Year 2 computer lesson using a drawing package, pupils quickly organised themselves, discussed the work sensibly and encouraged and congratulated each other: *"I think his face would look better if you use a different colour...That's excellent, how did you do that? ....I'll show you"*.
- 8 Consistently high standards of behaviour in lessons, when moving around school, during assembly and throughout the day, make a strong contribution to the creation of a very positive learning environment. Pupils learn from a very early age to distinguish between right and wrong.
- 9 Pupils display very good levels of personal development and maturity, consistent with their age and abilities. From an early age they have a mature awareness of the effect of their actions upon others, for example understanding the need to make others feel at ease, or admitting to the fact that they sometimes treat others unfairly. Older pupils are able to reflect on their own work, help each other and evaluate what they have achieved. For example in a Year 5 and 6 mathematics lesson about the rotation of simple shapes, pupils listened well to each other and shared ideas, and could enthusiastically explain to each other what they had learned.
- 10 Very good relationships abound, with pupils eager to help each other and show appreciation of others' skills. The school operates as an harmonious community in which pupils of different ages, gender, ethnic group and ability work and play happily together. Pupils show openness, warmth and mutual respect, and this promotes purposeful climate in which learning can take place. Visitors to the school are made to feel very welcome.

**The headteacher, deputy headteacher, senior managers and governors provide excellent leadership and all work very effectively as a team.**

- 11 The leadership of the school is very effective and provides a clear sense of purpose, which is a major factor contributing to the school's continuing successful development and improving standards. The school philosophy is to provide a friendly, stimulating and challenging environment which respects and celebrates individual interests, talents and differences. This is strongly reflected in its daily life as well as being evident in documentation and development priorities. The school is successful in achieving these aims.
- 12 The headteacher provides excellent leadership, which gives a very strong sense of purpose and direction to the school. He is ably supported by the dedicated and hardworking deputy headteacher and senior management team. With their support, and the support of all the staff, he has created an ethos in which all who work and learn in the school community feel valued and respected, and strive to achieve high standards in all things. The effects of this leadership and management are evident in the maintenance of standards since the last inspection, and progress in introducing provision for children under five from September 2000.
- 13 There is a high standard of educational debate between teachers and governors, and all work together to provide high quality learning for all pupils. The governing body is very effective and successfully fulfils its role as 'critical friend' to the school. Governors take a keen interest in the work of the school, are well organised and fulfil their legal responsibilities by means of an effective committee structure. The headteacher provides informative and detailed reports, which enable the governing body to have a good oversight of the progress and implementation of the school improvement plan. The information governors provide for parents is of very high quality, easy to follow, and very well presented.
- 14 The school makes very good use of time, people, accommodation and resources available to the school for the benefit of all pupils. The governors are starting to successfully apply the criteria for 'best value' in terms of the recruitment of staff, and the quality of services. The budget plan for 2000-2001 identifies the use of a substantial proportion of the relatively large carry forward figure from the present financial year to meet the development needs of the

school. This plan has been calculated to include adjustments to the Key Stage 1 pupil numbers as a result of admitting rising fives in September 2000, and the infant class size top up fund. Although anticipated expenditure exceeds the income for the financial year, it will be financed from the reserve funds, and initiatives within this budget should be sustainable for a further financial year.

**Teaching is very good overall, and was very good in 48 per cent of the lessons observed during the inspection.**

- 15 Teaching in the school is characterised by thorough planning and preparation for clear objectives to be achieved, and is well matched to pupils who learn at different rates. A brisk pace is set, and usually the teacher's knowledge and enthusiasm harnesses pupils' eagerness to learn. Teachers constantly monitor how pupils are progressing, and slip in an opportune prompt to support the slower learner as well as a challenging question or remark to stretch the higher attainer. Teachers ensure that pupils are fully aware of the aims of the lessons. Time is managed efficiently and learning resources are used well to support teaching and learning. These features, together with the teachers' enthusiasm and their positive attitude to discipline, contribute significantly to the high standards achieved and the very good progress that pupils make. No significant weaknesses were observed in the quality of teaching during the period of the inspection.
- 16 One teacher's excellent subject knowledge and her enjoyment of teaching literacy to Year 1 created great excitement when pupils investigated letter sounds. The teacher was well organised, and used her imagination to turn the recognition of sounds into a game which really excited the pupils' interest. Words were well chosen so pupils of all abilities could participate. The excellent use of praise and encouragement and careful planning enabled pupils with English as an additional language and those with special educational needs to sustain concentration and play a full part in the lesson.
- 17 The school's emphasis on teaching literacy, numeracy and information technology through all subjects helps to significantly raise standards, and literacy and numeracy skills are taught very well. Teachers monitor pupils' progress carefully, and are skilled at providing for their individual needs. Teachers use their good subject knowledge to plan carefully, providing interesting and stimulating activities, which challenge all pupils.
- 18 In a very good Key Stage 2 science lesson about sound, the teacher shared the learning objectives with the pupils and encouraged them to reflect on the ways in which they learn. The teacher used questions particularly well to challenge and stimulate enthusiasm. He began by asking pupils: "*What questions must we ask ourselves to solve this problem?*"... "*Will this help us achieve a solution?*" ... "*Does this provide an explanation that fits all of our observations?*". He then moved around the room helping, teaching, clarifying, challenging, enthusing, and moving pupils on. This helped to deepen the pupils' understanding of their work, and sustained their interest and enthusiasm. For example, a group of pupils were heard to say, "*That's a good idea, but have you tried it this way?*" – "*This might help you...try it again this way*". Teachers also challenge pupils continually without losing the sense of fun and enjoyment in learning. For instance, high levels of challenge led to Year 5 and 6 pupils composing short sequences of music using a range of tuned and untuned instruments. They listened to each other's ideas, and developed complex rhythmical sequences. The teacher skilfully guided the pupils into an evaluation of their work and then helped them to work out ways to improve.

**There are excellent procedures for monitoring and evaluating the school's performance and for taking effective action.**

- 19 The headteacher is very effective at building teams and creating procedures to manage change. For example, senior management responsibilities are negotiated to promote communication and consultation, to monitor progress and to implement change using the monitoring and evaluation policy. These excellent arrangements provide an effective system for monitoring progress towards the achievement of targets and ensure regular reviews and refinements to planning. These are all important factors in creating a positive and dynamic environment in which all individuals can play their part in school improvement.

- 20 The headteacher spends about 10 per cent of the week teaching throughout the school so that he can examine teacher's planning, assess pupils' previous knowledge, their attitudes to school, and talk to them informally about their understanding of the work they are doing. This provides him with a valuable additional insight into how teachers teach and children learn.

## **WHAT COULD BE IMPROVED**

### **Systems for monitoring the progress of more able readers at Key Stage 1.**

- 21 The school's programme for developing reading is based on a colour coded system for more fluent readers at Key Stage 1 to enable them to make free choices. Although this promotes independence, there is no check to establish knowledge and understanding before they move to the next level. This results in less progress being made to raise pupils from Level 2B to Level 3.
- 22 Although pupils regularly read at home and in class in quiet reading sessions, they are often unsupported, and the needs of the higher attaining pupils in developing fluency in reading are consequently less well met at Key Stage 1.

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

- 23 The school should now:

- re-examine the systems for checking the performance of all readers, including the most able at Key Stage 1, to increase further their fluency in reading.

The school might also like to consider:

- writing a clear action plan for the effective implementation of the new national guidelines for the curriculum for children under five, ready for the opening of the new reception department from September 2000.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

28

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
0	48	52	0	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

288

Number of full-time pupils eligible for free school meals

0

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

52

#### English as an additional language

No of pupils

Number of pupils with English as an additional language

17

#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

20

Pupils who left the school other than at the usual time of leaving

6

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	22
	Girls	24	23	24
	Total	43	45	46
Percentage of pupils at NC level 2 or above	School	94(90)	94(74)	96 (96)
	National	82(80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	24	24	24
	Total	45	46	47
Percentage of pupils at NC level 2 or above	School	94 (94 )	96 (96)	98 (98 )
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	18	37	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	31	31]	34
	Total	45	47	51
Percentage of pupils at NC level 4 or above	School	82 (82)	85 (85)	93 (93)
	National	70 (65)	69 (85)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	16
	Girls	32	31	32
	Total	46	47	48
Percentage of pupils	School	84 (84)	85 (85 )	87 (87)

at NC level 4 or above	National	68 (65)	69 (85)	75 (72)
------------------------	----------	---------	---------	---------

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

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

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	4
Indian	11
Pakistani	7
Bangladeshi	0
Chinese	1
White	235
Any other minority ethnic group	11

*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)	11
Number of pupils per qualified teacher	26.1
Average class size	28.8

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

Total number of education support staff	5
Total aggregate hours worked per week	59

### ***Financial information***

Financial year	1998
----------------	------

	£
Total income	455199
Total expenditure	437058
Expenditure per pupil	1457
Balance brought forward from previous year	46666
Balance carried forward to next year	64807



**Qualified teachers and support staff:  
nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
--------------------------------	---

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	288
Number of questionnaires returned	97

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	6	0	0
My child is making good progress in school.	45	49	4	0	1
Behaviour in the school is good.	36	59	2	0	3
My child gets the right amount of work to do at home.	22	56	20	1	2
The teaching is good.	54	42	2	0	2
I am kept well informed about how my child is getting on.	36	46	13	3	1
I would feel comfortable about approaching the school with questions or a problem.	70	26	4	0	0
The school expects my child to work hard and achieve his or her best.	51	47	2	0	0
The school works closely with parents.	43	48	7	0	1
The school is well led and managed.	54	45	0	0	1
The school is helping my child become mature and responsible.	43	46	4	2	4
The school provides an interesting range of activities outside lessons.	27	33	23	4	13

*These figures are rounded to the nearest whole percentage*