

# INSPECTION REPORT

## **Weston Village Primary School**

Weston, Crewe

LEA area: Cheshire

Unique reference number: 111075

Headteacher: Mr R. W. Broughton

Reporting inspector: Mr R. W. Burgess  
OIN 20950

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> January 2001

Inspection number: 191425

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Main Road Weston Crewe
Postcode:	CW2 5LD
Telephone number:	01270 582537
Fax number:	01270 582537
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs W. Rigg
Date of previous inspection:	28 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Weston Village Primary School is situated to the south of Crewe. Most pupils come from the village of Weston and surrounding villages. The pupils come from a range of social backgrounds. On entry to the school, the majority of children's levels of attainment are similar to levels expected nationally for children of their age. The school admits children in the September before their fifth birthday in accordance with the policy of the local education authority. The majority of children attend pre school provision within the local area. There are 96 children in the school. English is the first language of all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, four per cent of pupils are in receipt of free school meals, which is below the national average. There are 52 girls and 44 boys, aged from four to 11 years. The school has recognised 14 pupils as having special educational needs, which is similar to the average for a school of this size and type, none of whom have a Statement of Special Educational Need. Since the last inspection the number of pupils has increased by almost 50 per cent and an additional mobile class base has been provided. At the time of the inspection plans for the building of a new school were at an advanced stage.

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

This is an effective school with many very good features. The school benefits from very good leadership and management and very good standards of teaching. Pupils achieve high standards, progress in learning is good and test results are higher at the end of Key Stage 2 than at the end of Key Stage 1. In light of the costs involved, the standards achieved and the quality of education provided, the school gives very good value for money.

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

- ◆ Standards of attainment are high, especially at the end of Key Stage 2.
- ◆ The headteacher and governing body provide very good leadership and management.
- ◆ The school provides a broad and imaginative curriculum making very good use of information and communication technology.
- ◆ There is a very strong commitment to the use of assessment to raise standards and the quality of learning.
- ◆ The school enjoys an excellent partnership with parents.

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

No areas of the school's work were judged to be unsatisfactory during the inspection.

- ◆ The timetable for the review of the different subjects and aspects of the school's work.
- ◆ Whole school systems and procedures for personal development.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school, which was judged to be providing a good education at the last inspection in January 1997, has continued to make a good improvement. The key issues regarding information and communication technology, curriculum monitoring and development, child protection and drug misuse have been effectively addressed. This has been achieved through the hard work, commitment and dedication of the staff, governors and parents. There is a shared will to build on the school's strengths and to progress further through a programme of review and development. The headteacher, staff, governing body and parents have an excellent and effective partnership. The school has successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The standards of teaching observed during the inspection represent a significant improvement since the last inspection. The curriculum is monitored and evaluated very effectively by the headteacher, governors and curriculum co-ordinators. In order to raise standards, targets are identified for individual pupils and progress towards these targets is carefully monitored. The detailed monitoring and evaluation of standards of attainment and quality of provision have enabled the school to identify clear and realistic targets, which have been well met, and it is well placed to continue to build on its recent improvements, for example, in targeting pupils' performance in writing.

## 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
	1998	1999	2000	2000
English	A	A	A	C
Mathematics	A*	B	A	A
Science	A*	A	B	C

<b>Key</b>	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The number in each year group varies, also the number of pupils with special educational needs. This has a significant impact when comparing performance both nationally and with similar schools. The school's commitment to high standards is reflected in pupils' performance in recent years. All pupils, with the exception of a small number on the higher stages of the register of special educational needs, attain the levels expected nationally for pupils aged 7 and 11 with a significant number of pupils attaining above these levels. This is a clear reflection of the school's success in ensuring all pupils attain their potential.

Levels of attainment upon admission to the school are similar to those expected for children nationally. Children make good progress and the majority attain at least satisfactory standards in all the areas of learning by the end of the Reception year with a significant minority making very good progress and attaining levels above those expected for their age. During the inspection standards for the majority of pupils were good and above national expectations for pupils aged 7 and 11 in English, mathematics, science and information and communication technology. Standards in religious education are satisfactory and meet the requirements of the



locally agreed syllabus. Standards in art and design are particularly good. Evidence from the lessons observed and a sample of pupils' work indicates progress in pupils' learning is good throughout the curriculum for the majority of pupils, including talented pupils and those with special educational needs. In some year groups the number of pupils with special educational needs is reflected in a significantly lower level of attainment than in other year groups. These pupils make good progress and attain the individual targets set for them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very positive attitudes to the school and a will to make good progress.
Behaviour, in and out of classrooms	Pupils behave well in the classrooms, the playground and around the school generally.
Personal development and relationships	Pupils' personal development is good and this is supported by the very good relationships throughout the school.
Attendance	Levels of attendance are good. The majority of pupils arrive punctually.

Relationships are very good throughout the school between pupils and between pupils and adults. All the staff are very hardworking and committed to the care and education of the pupils. The late arrival of a small number of pupils disrupts learning for the majority of pupils.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good. It was excellent in 15 per cent of the lessons observed, very good in 55 per cent, good in 25 per cent and satisfactory in the remaining five per cent. Teaching for pupils in Years 5 and 6 was always very good and often excellent. Particular strengths lie in the use of information and communication technology across the curriculum throughout the school. Teachers show good knowledge and expertise, especially in the teaching of basic skills of literacy and numeracy where individual targets are set for each pupil. Teaching is most effective where there are high expectations of what the pupils can achieve. The teaching meets the needs of all the pupils, including talented pupils and those with special educational needs. Pupils have very positive attitudes and are challenged and engaged in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, containing all the appropriate subjects and is enriched by a very good range of

	extra-curricular activities and visits.
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Provision for pupils with special educational needs	The provision is effective and pupils make good progress, especially in the basic skills of literacy and numeracy. Records of progress are clear and are used well for individual education plans. Support staff provide very good support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' development in these areas. The school functions like a large family, whose members look after one another. It effectively prepares pupils for the opportunities and responsibilities of adult life.
How well the school cares for its pupils	The school makes good provision and cares well for its pupils.

The curriculum is planned imaginatively to make learning interesting for the pupils. Very good use is made of information and communication technology to support and enhance the pupil's learning throughout the curriculum. The school has effectively and successfully maintained very good coverage of all areas of the curriculum. There is an excellent partnership with parents. They are made to feel welcome and offer support to the school giving of their time voluntarily to provide useful help and support in the classroom.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the staff, is providing very good leadership and management. Administrative support is good.
How well the governors fulfil their responsibilities	The governing body is very supportive and fulfils its statutory and other responsibilities very effectively.
The school's evaluation of its performance	The school is fully committed to self-review and evaluation of its performance, informing clear, realistic and appropriate goals to further raise the quality of teaching and learning. The school monitors and evaluates its performance well and uses the information gained to plan for further development.
The strategic use of resources	The school manages its resources in a prudent way. Very good use is made of time, personnel, accommodation and the resources available.

An important aspect of leadership and management has been the careful analysis and monitoring of pupil's performance to inform planning and set clear targets with the intention of raising standards. The governors monitor the effectiveness of financial decisions to ensure best value, for example, through an evaluation of the benefits of job sharing arrangements, providing a wide range of skills amongst the staff, which enhance the development of the curriculum. There have been good improvements to the accommodation, which is adequate. It is very well maintained and cleaned to a high standard.

## 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 good standards achieved and the progress children make.</li><li>◆ Good teaching.</li><li>◆ The expectation that children will work hard and do their best.</li><li>◆ The quality of leadership and management.</li><li>◆ They find it easy to approach the school.</li><li>◆ Their children like school.</li></ul>	<ul style="list-style-type: none"><li>◆ The range of extra-curricular activities.</li></ul>

The responses to the questionnaire sent to parents prior to the inspection indicate a high level of satisfaction with the standards achieved by the school. At the meeting held before the inspection, virtually all the views expressed by parents were positive. The parents expressed complete satisfaction with the development of the school since the last inspection. Inspectors' judgements support parents' positive views of the school. Parents work in partnership with the school and make an excellent contribution to the education provided. Inspection evidence indicates the school provides a very good range of extra-curricular activities.

## **PART B: COMMENTARY**

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

#### **Standards of attainment are high, especially at the end of Key Stage 2**

1. The school has consistently achieved high results in the National Curriculum tests at the end of Key Stage 2. In 2000 the results in English and mathematics were well above the national average and the average for similar schools, whilst in science they were above the national average and the average for similar schools. The available information on teacher assessments at the same time confirms this picture of high attainment.

2. National performance data adds to this picture over a longer period and shows that this pattern of high attainment is similarly reflected when considering the results at the end of Key Stage 2 from 1997 to 2000. Standards are very high in mathematics and in English and in science well above the average in comparison with schools where pupils attained similar standards in their Key Stage 1 results in 1996. This is a clear indication of the good progress pupils have made in their learning between the ages of 7 and 11.

3. Results for children aged 7 in 2000 National Curriculum assessments were significantly below those for previous years and are an indication of the high proportion of pupils with special educational needs in that year group. This is confirmed by the standards seen during the inspection for Year 3 pupils. The school has provided additional support for these pupils which is enhancing their progress. The standards seen during the inspection for Year 2 pupils clearly indicate that the targets for these pupils to attain standards above the national expectations are realistic and similar to those attained between 1997 and 1999 by pupils aged 7.

4. Although cohorts vary from year to year, the consistently high test results achieved at the end of Year 6, when compared with baseline assessments when children start school and National Curriculum assessments at the end of Key Stage 1, are clear evidence of good progress in pupils' learning throughout the school and reflect well on the quality of teaching.

#### **The headteacher and governing body provide very good leadership and management**

5. The leadership and educational direction provided by the headteacher and governing body are very good. Governors have a strategic view of the school's development. The school development plan covers the current year in detail and clearly identifies priorities. There is provision for monitoring and evaluation of the impact of initiatives and responsibilities are clearly identified. The priorities set are relevant for the school. All staff and governors are involved in setting these priorities and there are links with the budget. Co-ordination of the school's curriculum and aspects of school life are suitably delegated. The school is awaiting the final decisions regarding the building of a new school and therefore the plans for the future have yet to be formalised.

6. The headteacher and governors have made significant contributions to improve the quality of provision. Since the last inspection there have been a number of improvements to the accommodation. In particular the provision of an additional temporary classroom has meant the hall is no longer used as a class teaching base and improved the quality of provision for all pupils. The careful consideration to the recruitment of staff as the school has grown has ensured that the school has very good levels of staff expertise and specialisms. This has been reflected

in the very good curriculum provision, for example, the very good provision for information and communication technology.

**The school provides a broad and imaginative curriculum making very good use of information and communication technology**

7. The school provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations. The quality of display is generally high and work contains useful and interesting information which pupils enjoy reading. Pupils have the opportunity to write on a wide range of interesting subjects and to express their thoughts and feelings, particularly in creative writing and poetry during their literacy work. For example, Years 5 and 6 have written poems expressing the emotions aroused and conveyed through listening to music from Chariots of Fire.

8. Teachers work very hard planning a range of stimulating activities to support the basic skills of literacy and numeracy. They welcome the very good input they receive from parents and classroom helpers in supporting these activities. Care is taken to ensure that pupils with special educational needs are well supported and talented pupils are suitably challenged.

9. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas. The curriculum ensures good provision for the development of creative arts.

10. There is very good provision for the development of information and communication technology skills throughout the curriculum. This is a considerable improvement since the last inspection. Pupil's learning is good and they are making good progress as there is regular access and use in several areas of the curriculum, including English, mathematics, science, art and design, history, geography and design and technology. The improved accessibility of computers provides all classes with opportunities to develop skills, knowledge and understanding in the use of computers. These improvements have had a good impact upon standards.

11. Pupils use the computer to sort and classify information and to present their findings, for example, in Year 2 they use graphics to construct a graph about the weather conditions they have observed linked to their work in geography. In connection with their work in science and design and technology, pupils in Years 5 and 6 make good use of the Internet to access information sites to learn about the different types of flour used in the making of bread. All pupils receive regular opportunities to develop their skills and are well supported.

12. Since the last inspection teachers have undergone in-service training to improve their subject knowledge and their own skills in information and communication technology. Generally, teachers have good subject knowledge. They develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects. For example, in drafting stories using a word processing program, importing graphics to a newspaper article, or compiling a database linked to work in mathematics and science. Teachers are adept at assessing pupil's achievement through day-to-day observation or by careful questioning and maintain detailed records of pupils' attainment.

13. The co-ordinator has a high level of expertise in the subject and gives very good advice and support to other class teachers. There is very good documentation, including a very

comprehensive portfolio of examples of pupils' work. Regular assessments are carried out in all years. Pupils' work with computers is displayed around school, for example, excellent artwork of sunflowers and poppies produced by Year 1 and 2 pupils. Much of this work is also included on the school's web site and is readily available to parents together with other information about the school and its work.

### **There is a very strong commitment to the use of assessment to raise standards and the quality of learning**

14. The procedures for assessment are very good. The assessment policy contains clear aims for developing the effective monitoring of pupils' attainment throughout the school. Good use is made of baseline assessment when children start school to ensure that activities meet their needs in all areas of learning, including their personal development. Further information is gained from the results of the Key Stage 1 tests, reading ages and other assessment procedures. The school makes a thorough diagnostic analysis of all test results and uses the information gained to set targets for future planning to raise and improve standards. Assessment procedures are very good and they are used very well. The school has developed and maintained portfolios of annotated and levelled work. Effective daily assessment and evaluation of work are consistent across the school. Teachers discuss work with their pupils and provide them with constructive comments on how to improve.

15. Daily assessment and evaluation of work is used very effectively throughout the school. Using both informal and formal discussions and analysis of a wealth of information, including the national and local education authority performance data, targets have been set and action plans put in place. In literacy and numeracy, teachers set challenging, yet realistic, targets for each pupil. Teachers, in consultation with the pupils, agree challenging targets for improvement. For example, older Key Stage 1 pupils have individual targets in their literacy work. Records of achievement are kept for individual pupils as they progress through the school, including examples of assessed work, the results of formal assessments and standardised tests. Achievements recognised are not only academic but may be for attitude or behaviour and also include achievements of pupils outside of school life.

### **The school enjoys an excellent partnership with the parents**

16. The questionnaire and other evidence indicates that parents feel that the school is welcoming, approachable and works in partnership with them. The headteacher is readily available for talks with parents and staff actively encourage parental involvement in their children's learning. A number of parents help with the various activities within the classroom, such as helping with practical activities and listening to pupils read. The support of the parents is valued by the school. Parents hear their children read at home as part of the home-school arrangements and this makes a good contribution to the high standards achieved in this area.

17. The parents receive good quality end of year reports detailing their children's attainment and progress. Good quality and detailed information is provided by the school's brochure and by the governing body's annual report. Parents expressed their appreciation of sessions arranged for them to learn about curricular developments, such as the literacy and numeracy work.

18. The school is well supported by the successful parents', teachers' and friends' group. Parents are in strong agreement that the school is well led and managed and that the school has

high expectations for their children. These are important features of the school and inform the immense goodwill shown to the school and its staff. The effective links that the school has developed with its parents enhance the pupils' learning and the quality of education provided.

## **WHAT COULD BE IMPROVED**

### **The timetable for the review of the different subjects and aspects of the school's work**

19. All staff and governors are closely involved in the production of the school development plan. The plan covers developments for the current academic year. Information within the plan includes costings of finance and time, ways of measuring success and key personnel involved. The format allows an understanding of the main priorities to emerge. Previously plans have included a projection to cover a period of some three years ahead indicating the main priorities for development. It has not included provision for the routine review and evaluation of the various policies which the school has. There are a number of policies that are in need of review having been developed some years ago. In addition the recent increase in the number of pupils and consequent increase in staffing has impacted on the development of the school. There is a need to review policies to ensure they reflect the good practices which have developed and that they give clear guidance to all staff to maintain standards and whole school systems and procedures. The school is rightly aware of the potential implications for the immediate future with the proposed new school, it is therefore important to develop clear plans for the maintenance of the provision and the workloads of key members of staff.

### **Whole school systems and procedures for personal development**

20. There are good procedures for monitoring and promoting pupils' personal development. The programme for personal and social education provides effective advice. There are a variety of rewards and sanctions for behaviour, which vary from class to class. Issues surrounding bullying are included in the personal and social education programme. The existing good practice is not fully reflected in the school's current policies. For example, the whole school behaviour policy provides little detailed guidance to ensure consistent practice throughout the school. The school recognises that following the significant increase in pupil numbers in recent years and the anticipated move to new premises, together with a further increase in pupil numbers, it should review and strengthen its existing policies and practice for pupils' personal development.

21. The pupils have been involved in the discussion of the classroom rules which are displayed in each class. The pupils develop a clear understanding of right and wrong and they are encouraged in personal and social education sessions to discuss their feelings about this and other moral matters. The personal and social education sessions are an effective way of dealing with matters, such as bullying. Opportunities are also provided in a number of topics, such as environmental issues or issues in history or literature, where the pupils, at levels appropriate to their age, explore questions of right and wrong in practical contexts wider than their own lives.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the very good quality of education provided and in the context of its many strengths, the following points for improvement, should be considered as the basis for an action plan.

- ◆ Review and, where necessary, update the policies covering the different aspects of the school's work within an appropriate period of time by:
  - *developing a cycle for the review of policies for curricular areas and other aspects of provision within the school;*
  - *identifying key personnel;*
  
- ◆ Improve the provision for pupil's personal development by:
  - *developing a good, whole school policy and scheme of work for personal and social education;*
  - *ensuring consistent implementation of whole school procedures for the monitoring of behaviour;*
  - *use of an effective and consistent system of rewards and sanctions.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	55	25	5	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)	96
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.2

#### 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	2000	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	55 (100)	73 (86)	91 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	64 (100)	82 (100)	73 (86)
	National	84 (82)	88 (86)	88 (87)

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

As the number of boys and girls in Year 2 were both less than 10, only the school percentage results are recorded.

**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	2000	8	10	18

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	89 (89)	94 (94)	94 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	72 (83)	83 (78)	83 (83)
	National	70 (68)	72 (69)	80 (75)

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

As the number of boys and girls in Year 6 were both 10 or less, only the school percentage results are recorded.

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	4.9
Number of pupils per qualified teacher	24.4 : 1
Average class size	23.8

**Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	32

**Financial information**

Financial year	1999/00
	£
Total income	215,307
Total expenditure	215,905
Expenditure per pupil	2,250
Balance brought forward from previous year	23,400
Balance carried forward to next year	22,802

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

96

Number of questionnaires returned

93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	73	26	1	0	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	61	29	9	0	1
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	69	26	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	72	27	1	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	42	44	10	1	3