

INSPECTION REPORT

**ENGLISH MARTYRS' CATHOLIC PRIMARY
SCHOOL**

Sparkhill, Birmingham

LEA area: Birmingham

Unique reference number: 103425

Headteacher: Mrs. Isabel Riley

Reporting inspector: Mr Robert Greatrex
19924

Dates of inspection: 23rd – 24th January 2001

Inspection number: 192589

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: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Evelyn Road
Sparkhill
Birmingham

Postcode: B11 3JW

Telephone number: 0121 772 1349

Fax number: 0121 753 2578

Appropriate authority: The Governing Body

Name of chair of governors: Rev. Pat Gilsenan

Date of previous inspection: 10th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
19924	Robert Greatrex	Registered inspector
9519	Susan Pritchard	Lay inspector
20516	Catherine Kennally	Team inspector
22685	Natalie Moss	Team inspector

The inspection contractor was:

Power House Inspections

‘Grasshoppers’
1 Anglesey Close
Chasetown
Burntwood
Staffordshire
WS7 8XA

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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

English Martyrs is a large urban school with 414 boys and girls on roll, from 4 to 11 years of age. On entry to the school, pupils' attainment varies but is broadly below average. The number of pupils known to be eligible for free school meals, 151, is above the national average. The school has 120 pupils identified as having special educational needs, a larger proportion than the national average. Two of these pupils have statements of special educational need. The school has 273 pupils for whom English is an additional language, a very high proportion. The school is well regarded by the local community and generally successful as a multicultural community within its Catholic roots.

HOW GOOD THE SCHOOL IS

English Martyrs is a successful school offering good value for money. Despite upheavals and many recent changes, it has continued to offer its pupils a good education. Standards in English, mathematics and science are above the national average and high in comparison with those achieved by most similar schools. The quality of teaching is consistently good. Particularly impressive are the relationships within the school, and the pupils' very good behaviour and very positive attitudes. Both contribute strongly to the school's success. Since the appointment of the new permanent headteacher there is a sense of a new beginning. With the support and commitment of staff and governors, she gives a very clear educational direction to the school. Recent improvements have been beneficial and current plans are the right ones. Although there are still vacancies in senior positions, the school is well led and managed. The inspectors judge the school to have no significant weaknesses.

What the school does well

- Standards in English, mathematics and science are very good.
- Teaching is consistently good throughout the school.
- The attitudes and behaviour of pupils is very good.
- Relationships between pupils and between pupils and staff are excellent.
- The use of assessment is excellent, particularly to match work to pupils' needs.

What could be improved

Inspectors judge the school to have no major weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good overall improvement since it was previously inspected in 1997. Pupils learn at a good rate and teaching is very effective. The needs of the more able are successfully met. Assessment is used very effectively. Pupils with special educational needs make better progress now and overall it is good. Although strategic planning, financial management and budget spending are now all of good quality, these improvements are only recent. Given the good quality of leadership and teaching, coupled with the pupils very positive desire to learn, the school is well placed to improve further.

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	B	C	B	A*
mathematics	B	B	B	A
science	C	C	A	A*

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

Standards reached by eleven-year-olds in the 2000 national tests were above the national average in English and mathematics, and well above average in science. When compared to schools with pupils from similar backgrounds, results were well above in mathematics and very high, in the top five per cent of these schools, in English and science. In each of these subjects, the proportion of pupils reaching a higher level than is expected for their age was better than the national average. A comparison of these pupils' results in national tests at seven and eleven years of age shows that they have made very good progress. Over time, results are improving faster than the national rate. Taken overall, these results are very good indeed.

Standards reached by seven-year-olds in the 2000 national tests were below the national average in reading and writing, and average in mathematics. When compared with similar schools, results were above average in reading and writing and well above average in mathematics. When compared with their attainment when they first joined the school, most pupils have made good progress. Over the last three years, results in reading and mathematics have shown steady improvement. In writing, results have remained fairly consistent, close to, but below, the average.

In 2000, the school exceeded the target set for it in English, but fell below that set in mathematics. Targets set for the next two years are equally challenging. Standards seen in lessons were generally above average. Pupils for whom English is an additional language are reaching good standards. In the youngest classes, they receive good bilingual support so they learn the common English words they need to make progress in all subjects. As they grow older, their English vocabulary extends well, in both class lessons and small groups. They generally achieve well. Pupils with special educational needs do well and the standards they reach benefits greatly from intensive English work in small groups. Overall, while all pupils do well, boys of Pakistani heritage do particularly well compared with boys in other schools within the local education authority. Increasingly, school and parents are working together so that training for parents, currently in English and information communication technology, is used to raise pupils' standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive and make a significant contribution to the success of lessons. Pupils are very industrious and hard-working.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. Even in the crowded playground at lunch and play times, pupils behave very well with a good awareness of the needs of others in such a confined space.
Personal development and relationships	Pupils' personal development is good. Relationships with one another, their teachers and the other adults who help them are excellent.
Attendance	Attendance is below the national average. Given the good teaching, these pupils are missing out. Although the school is seeking to improve attendance, more needs to be done. Punctuality, too, could be improved.

TEACHING AND LEARNING

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

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

All teaching seen during the inspection was satisfactory or better, none was unsatisfactory. Half of lessons seen were good, and a further two out of every five were very good. This consistently high standard of teaching is an important factor in the good progress pupils make and is a significant improvement since the previous inspection, when one lesson in ten was unsatisfactory and most teaching was satisfactory but no better. Parents, too, rate the quality of teaching very highly.

Teachers have good knowledge and understanding, so their explanations are accurate and clear. They plan work that carefully meets pupils' current needs, challenging them to think but building upon what they already know.

The skills of literacy and numeracy are well taught. In both, a good variety of activities challenge pupils and engage their interest and imagination. In English, good oral work develops language skills well. This emphasis is particularly beneficial to pupils for whom English is an additional language. Mental mathematics is well taught, as are scientific investigative skills specifically and enquiry skills generally. All teachers make lesson objectives known to pupils, and refer to them in the lesson and in their summaries. Pupils consequently have a clear understanding of what they are doing, and why. They work hard and always try to do their best. Some teachers also refer to the lesson objectives in their marking, and this gives pupils a clearer idea of how well they have done. Again, their learning benefits.

All staff manage their pupils well and insist upon high standards of behaviour. Pupils willingly comply so that no time is wasted and lessons flow at good pace. Good levels of effort are sustained. Very good use is made of support staff. They are well trained, teach purposefully, and make a valuable contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, with good emphasis on the key skills of language and number. There are good links between subjects. Extra-curricular activities are satisfactory. However, the school does not have an up to date properly endorsed sex education policy.
Provision for pupils with special educational needs	Provision is satisfactory. Good support is given, both in classes and in small groups giving extra literacy help. Generally targets in individual education plans are clear and help teachers plan activities well matched to pupils' needs. The needs of the most able pupils are well met.
Provision for pupils with English as an additional language	Provision is good but limited. Younger pupils particularly benefit from additional bilingual support. Pupils' levels of English are carefully assessed and this information used to plan activities closely matched to pupils needs. These pupils have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good. Pupils are taught to consider and respect the values, customs and beliefs of others. They are taught right from wrong and given a clear understanding of their rights and responsibilities within the school community. Older pupils in particular are given good opportunities to take responsibility. The staff of the school set a very good example.
How well the school cares for its pupils	Assessment procedures are very good. They ensure a good match of activities to pupils' present levels. Not all staff are aware of some of the correct procedures they should follow to care for the pupils fully.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has a clear vision for the school and is already making sensible changes. She is ably supported by staff and governors. There is a strong commitment to continue to strive to improve. Despite current vacancies in senior positions, the high level of teamwork and expertise amongst staff ensures that teaching and learning do not suffer.
How well the governors fulfil their responsibilities	The governing body is working closely with the new headteacher and taking on an increasing role in the school. Management is now good and all committees meet regularly. Nearly all statutory requirements are met, but some policies and procedures need updating.
The school's evaluation of its performance	The school constantly strives to improve through careful evaluation of what it has done, to see where improvements could be made.
The strategic use of resources	Resources are used satisfactorily. The headteacher is aware of the budget carry forward and changes are planned. The school has begun to consider how the principles of best value should be applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Teaching is good. • Their children behave well in school. • Their children do well at the school. • They like the high expectations the school has of their children. • Parents feel comfortable raising questions or problems. 	<ul style="list-style-type: none"> • Parents would like to see a wider range of activities outside of lessons. • They would like the school to work more closely with them. • They would like to see the amount of homework changed.

Inspectors support the overwhelmingly positive views of parents. During the inspection, the range of activities outside of lessons was satisfactory and their quality good. Parents do say that these activities are often cancelled, however. Parents feel that homework needs to be more closely matched to classwork, and cater better for pupils' differing needs such as their level of English. During the inspection, nearly all homework given followed closely from work in class. However, tasks were often identical for all ability groups. Parents would like to see the school work more closely with them. The headteacher and governors know that the rights of parents to withdraw their children from Catholic worship are not yet in the school prospectus and intend changing this. There is a real sense amongst the parents of a new beginning, and the hope and expectation that they will be more closely involved in their children's education. In the meeting with inspectors, parents remarked that it was really good to have a headteacher often in the playground before school and always smiling. They have great hopes for a closer working partnership.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very good

1. Despite overall below average attainment when pupils join the school, standards by the time they leave are above average in English and mathematics, and well above average in science. When results are compared to schools with pupils from similar backgrounds, they are in the top 5 per cent of similar schools in English and science, and well above average in mathematics. This represents very good attainment.

2. Progress is good throughout the school and achievement is high. Although all groups do well, boys of Pakistani heritage do particularly well compared with boys from other schools within the local education authority. During the inspection, these boys were seen to be particularly well motivated and keen to learn. In a school with a strong work ethic, their desire to learn was especially high.

3. In English, pupils are given many worthwhile opportunities and good encouragement so that they talk confidently. Standards are at least average by the time they are in older classes. They listen attentively, and often incorporate the views of others in their responses. Some pupils are reluctant readers, but most are keen to read their work out. In writing, pupils in Year 5 are able to write lines such as ‘his teeth were as mouldy as tree stumps’.

4. In mathematics, older pupils can add two and three digit numbers with good accuracy and speed. They know that the three angles of a triangle collectively make a straight line. They know and understand ‘acute’ and ‘obtuse’ angles. They handle number in the mental mathematics sessions well.

5. In science, older pupils have a very clear understanding of micro-organisms. They know that they are very small and some are harmful. They know that fizzy drinks cause tooth decay. In groups, they are able to offer good reasons for their choice of recording methods. Younger pupils know there is food inside a seed, and that seeds grow at different rates dependent upon the conditions.

6. Pupils for whom English is an additional language reach good standards. They have very positive attitudes to learning, and work well with all of the adults who teach them, for example the bilingual learning assistant. The heavy emphasis in the curriculum on practical activity and oral work is also beneficial to their learning.

7. Pupils with special educational needs do as well as is expected and most achieve the targets of their individual education plans.

Teaching is consistently good throughout the school

8. Teaching is of a consistently high calibre, and an important factor in the good standards pupils achieve at the school.

9. Teachers' knowledge and understanding of the lessons they teach is good. It enables explanations to be clearer, particularly when pupils do not initially understand and need the teacher to be able to try a different approach. In a Year 6 physical education lesson, the teacher's very good knowledge enabled pupils to quickly learn the ball skills being taught.

10. Planning is used well, so that teachers and pupils are all aware of the lesson's intentions. What each group of pupils is expected to cover, and how they will cover it, are organised so that the teacher begins with a very clear understanding of how the lesson will proceed. Teachers gain confidence from knowing this, particularly when teaching lessons that are not their specialism. Classroom learning assistants, too, benefit from the clear, well structured plans they follow. Literacy and numeracy are both particularly well planned. In most lessons, very good match is made between tasks set for different groups of pupils and their abilities. In a Year 6 mathematics lesson, for example, the level of task was very carefully matched to pupils' abilities, with very good extension tasks for the most able who also entered the lesson's main task at an appropriately higher level.

11. Questioning is used particularly skillfully to challenge pupils to think through obstacles and problems. Teachers pitch their questions at just the right level, largely because they know their pupils so well. Frequently effective, especially with the more able pupils, is the teachers' use of supplementary questions to take pupils thinking a stage further. Teachers always ensure all pupils are involved. In a very good Year 5 literacy lesson, when a pupil could not answer a question, the teacher gave him the time to think by coming back to him a little later.

12. Teachers and classroom learning assistants place very good emphasis on developing pupils' oral skills, both in lessons and small group work. All pupils, but particularly those with restricted English vocabulary, benefit from this emphasis. In a Reception English lesson, for example, pupils acted out part of the reading of 'Goldilocks' and this was beneficial to their understanding of the text. In a Year 1 science investigation, pupils stand in a circle and discuss the home-school-home route to begin to understand the meaning of 'circuit'. In a Year 6 science investigation, pupils are asked to discuss their ideas in pairs. This engenders lots of talk and enables less confident pupils to participate more fully.

13. Teachers use practical lessons, including investigations, very effectively. Good use is also made of visual practical resources to support their teaching of vocabulary and conceptual development. A Year 2 science lesson, for example, used an extensive range of seed types for pupils to investigate before making their predictions. A range of presentations is used to make sure that all pupils have enough explanation to understand the tasks they are set. Some teachers ask their pupils to explain these tasks back to them before they start work, thereby ensuring they have understood. Where this was seen, such as in a Year 5 literacy lesson, it ensured that pupils had a clear understanding of what was asked of them. Partly for this reason, they went on to complete the task successfully.

14. Classroom learning assistants are used very effectively, especially to meet the specific needs of individuals or groups. In literacy and numeracy lessons, they are fully involved in productive and worthwhile activities throughout whole class and group work. They are fully involved in planning and clearly understand what they are to do. Younger pupils for whom English is an additional language, and those with limited English vocabulary, benefit from the very good bilingual support. By a skillful use of dual language,

limited English is not allowed to get in the way of pupils' learning in other subjects and development of specialist vocabulary.

15. Expectations of pupils' standards, effort and behaviour are high. Whether with teachers or classroom learning assistants, whether in class or not, pupils know what is expected of them. In a Year 5 literacy lesson, the teacher started pupils on the task with the final steer, 'I'm looking for you to use similes in your work today'. Rules are clear and good emphasis is given to reward and praise. Pupils are highly motivated by this recognition of their achievements.

16. Most marking gives pupils a clear understanding of what they have achieved, and where they need to focus next. When it does this, and when it refers to what the lesson was intended to teach, it is particularly effective. In some marking, for example in Year 6, where teachers ask for more from their pupils, or ask them a question through the marking, it is generally acted upon by the pupil and followed up by the teacher. This, too, is beneficial to the rate of pupils' learning. In discussion, pupils demonstrated that they had a good understanding of how they were doing in their lessons, largely because of the clear explanations and feedback they are given.

The attitudes and behaviour of pupils is very good

17. Pupils' behaviour is very good, and their attitudes very positive. Lessons proceed at a good pace because no teaching time is wasted on disciplinary matters, and pupils very rarely need any reminders about how to behave.

18. In classes and around the school, when pupils move from one activity to another, they do so quietly and quickly, with very good consideration for others.

19. Pupils are attentive and responsive, and this is very beneficial to the rate of teaching and learning. They are keen to answer their teachers' questions, and do so politely. Pupils enjoy and share humour, for example in an assembly led by a visitor. They know when to laugh, and when to listen.

20. Pupils' attitudes to their school and the tasks they are given are very positive. This, too, is beneficial to their learning. For example, when learning a new hymn in assembly, pupils concentrate fully and try very hard. Consequently they pick up the words and the tune very quickly and are soon able to move onto the next stage in their learning.

Relationships between pupils and between pupils and staff are excellent.

21. Pupils are very considerate of one another. In the crowded playground and around the school generally, pupils react very positively to one another. For example, they automatically hold the door open for others and instinctively pick items up that other pupils have dropped. They care very much about one another.

22. Pupils and staff relate very positively to one another. Pupils link well to all staff, and work very co-operatively with them. In a Reception class lesson, the quality of relationships was very high. The atmosphere of trust and encouragement within the class enabled pupils to

talk about the importance of their brothers and sisters. Staff showed a keen interest in what the pupils said and did, and gave them the support necessary to succeed in the task.

23. Pupils enjoy responsibility. In Year 6, for example, they take it in turns to act as ‘prefects’, should they wish. In discussion, pupils explained that they enjoyed the role, which they see very much as helping, not disciplining, other pupils. Through this role, pupils are developing an understanding of the rights and responsibilities of an individual living in a community. These pupils sometimes act as a voice for other pupils to communicate through, for example on the rare occasion that they are mistreated by other pupils. Some teachers also have systems whereby pupils can raise their concerns confidentially. Overall, pupils feel that they are very well looked after at English Martyrs.

Assessment is used very well, particularly to match work to pupils’ needs.

24. The school uses careful assessment to determine the teaching programme for its pupils, thereby ensuring all have work closely tailored to their needs. This supports pupils’ high standards and ensures they do as well as possible. For example, a very effective literacy programme is used with carefully-targeted groups from Year 2 upwards. In Year 2, an additional initiative helps develop pupils’ core skills in number.

25. Tracking data is used extensively to check progress and ensure pupils are achieving as expected. Pupils are given regular tests to determine how much they have learnt. Teachers make sure pupils are doing as well as they should, and use any disappointing results to plan a carefully-tailored programme to rectify the weakness.

26. Assessment is used effectively to spot comparative weaknesses in the curriculum, such as use of the four operations in number, a current focus for improvement. Analysis of the annual and national tests used in the school has enabled other areas of concern to be identified and addressed effectively.

27. Pupils’ individual needs are carefully assessed and regularly monitored. The former, in particular, enables pupils to be given appropriate support quickly and avoid them falling behind. Because the school has such a clear understanding of the level these pupils have reached, teachers are well placed to plan and teach activities that are well matched to pupils’ needs. Most targets in individual education plans are clear and helpful to this task; although largely language-based, some refer to number and behaviour appropriately.

28. Because the school has such a clear picture of how well pupils are doing, reports to parents are of good quality and clarity. Parents consequently know how their children are doing. During the year, however, this information occasionally arrives too late for some parents to be able to offer help during the year. Nevertheless, parents know what their children have achieved and are generally given suggested targets for the following year.

WHAT COULD BE IMPROVED

Inspectors judge the school to have no major weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major areas of concern.

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	48	13	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)	414
Number of full-time pupils known to be eligible for free school meals	151

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	120

English as an additional language	No of pupils
Number of pupils with English as an additional language	273

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	6.9
National comparative data	4.3

Unauthorised absence

	%
School data	1.6
National comparative data	0.3

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	26	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	30
	Girls	23	22	23
	Total	50	50	53
Percentage of pupils at NC level 2 or above	School	88 (80)	88 (86)	93 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	28
	Girls	23	23	23
	Total	50	54	51
Percentage of pupils at NC level 2 or above	School	88 (85)	95 (89)	89 (74)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	23
	Girls	21	18	27
	Total	41	37	50
Percentage of pupils at NC level 4 or above	School	73 (78)	66 (77)	89 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	22
	Girls	21	21	26
	Total	38	40	48
Percentage of pupils at NC level 4 or above	School	68 (42)	71 (61)	86 (69)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	12
Black – other	0
Indian	42
Pakistani	155
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	32

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	1	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)	17.9
Number of pupils per qualified teacher	23.1
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	8.5
Total aggregate hours worked per week	234

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	862 607
Total expenditure	889 691
Expenditure per pupil	2 149
Balance brought forward from previous year	125 878
Balance carried forward to next year	98 794

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	414
Number of questionnaires returned	268

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	52	41	4	1	2
Behaviour in the school is good.	57	36	5	1	1
My child gets the right amount of work to do at home.	44	40	10	5	1
The teaching is good.	60	35	2	2	1
I am kept well informed about how my child is getting on.	50	36	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	53	39	5	1	2
The school expects my child to work hard and achieve his or her best.	57	35	4	2	2
The school works closely with parents.	38	44	10	5	3
The school is well led and managed.	45	42	5	1	7
The school is helping my child become mature and responsible.	51	40	5	1	3
The school provides an interesting range of activities outside lessons.	36	28	16	8	12