

INSPECTION REPORT

HAMMOND COMMUNITY JUNIOR SCHOOL

Lightwater

LEA area: Surrey

Unique reference number: 125100

Acting Headteacher: Mrs Dianne Pickford

Reporting inspector: Mrs Joy Richardson
6676

Dates of inspection: 15 - 17 May 2001

Inspection number: 192762

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Badger Drive Lightwater Surrey
Postcode:	GU18 5TS
Telephone number:	01276 473972
Fax number:	01276 489892
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Marianne Robbens
Date of previous inspection:	17/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
6676	Joy Richardson	Registered inspector
1112	Peter Oldfield	Lay inspector
28200	Paul Stevens	Team inspector
23010	Loretta Watson	Team inspector

The inspection contractor was:

Cambridge Educations Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 375 pupils from seven to eleven, in 13 classes. The school draws pupils from the village of Lightwater and the surrounding area. A few pupils come from an ethnic minority background but none is at an early stage in learning English. There are 73 pupils on the school's register of special educational needs, of whom three have statements. The percentage of pupils eligible for free school meals is well below the national average. On entry to the school, pupils' attainment is well above average.

HOW GOOD THE SCHOOL IS

This is a very good school which offers pupils a broad education and achieves high standards. The school is led very effectively and good teaching ensures that pupils learn well. The school gives very good value for money.

What the school does well

- The school achieves high standards, particularly in literacy and numeracy.
- The school is very well led, organised and administered.
- Teaching is thorough and effective, ensuring that pupils learn and make progress.
- The school provides a very wide range of educational opportunities in and out of lessons.
- The partnership between home and school supports pupils' learning very effectively.
- The school cares very well for pupils, promoting positive attitudes and very good behaviour.

What could be improved

- The school is working to raise sights further for higher attaining pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection, in March 1997, the school has maintained high standards and a strong ethos of achievement. Issues raised in the last report have been addressed well. Planning, marking and assessment are now more systematic so that teaching is better matched to pupils' needs. Teaching and learning are monitored more closely, enabling the school to evaluate its performance and take action where needed. Communication with parents has been further strengthened. Despite uncertainties over the school's long-term leadership, the school has maintained its momentum and is continuing to improve.

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	B
Mathematics	A	A	A	A
Science	A	A	A	B

Key

well above average A

above average B

average C

below average D

well below average E

Over the last three years, standards in all three core subjects have been consistently well above the national average and have improved in line with the national trend. In 2000, results compared with similar schools were above average in English and science and well above average in mathematics. Almost all pupils reached at least Level 4, the level expected at the age of eleven. In comparison with similar schools, the percentage achieving Level 5, the level expected of thirteen year olds, was average in English and in science, and well above average in mathematics.

The work seen on inspection shows that most pupils are achieving at least the standards expected for their age and many are achieving beyond this. The school has set targets for attainment at the age of eleven in future years, based on pupils' performance at the age of seven, and is seeking to increase the extent of high attainment. It is currently working to raise standards further in writing and this is proving successful. In science, pupils acquire the knowledge expected but their scientific thinking and investigative skills are not fully extended.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards learning. They take care with their work and are eager to succeed.
Behaviour, in and out of classrooms	The school is orderly and its rules and routines are clearly understood. Pupils' behaviour in lessons is very good. They settle quickly, listen attentively and concentrate well.
Personal development and relationships	Pupils co-operate well with each other and play together harmoniously. Relationships are generally very good. Many older pupils contribute as 'Hammond Helpers' or 'Playground Pals' and relish this opportunity to take responsibility.
Attendance	The rate of attendance (96.3% last year) is well above the national average. Unauthorised absence is very rare.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	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 teaching was at least satisfactory in all the lessons seen during the inspection. It was good or better in 72 per cent, and very good or occasionally excellent in 25 per cent.

Teaching is well planned and thorough. Teachers manage their classes well and hold pupils' attention very effectively. They question, explain and instruct with clarity and purpose. In almost all classes, there is very good rapport between teacher and pupils: the teaching challenges and encourages pupils, engaging their interest and pinpointing where they need further help.

Literacy and numeracy skills are well taught. Work in lessons is very effective in extending reading comprehension and appreciation of books, although progress in individual reading is restricted by the reading scheme. Teachers are making good use of the new computer suite to extend pupils' skills and to use information and communication technology in support of work across the curriculum.

Pupils learn well because teachers expect and insist that they do so. Pupils participate actively in lessons, work hard and are keen to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which is greatly enriched by an exceptional range of extra-curricular clubs and activities. Links are well made between subjects so that skills in literacy and information and communication technology, for example, are applied to good effect across the curriculum.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. Individual needs are carefully assessed and targets are clearly identified on individual education plans. There is a good allocation of support teaching time which helps pupils to keep up with the work of the class. The school works closely with parents and outside agencies in order to do the best for pupils, whatever their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school develops pupils' understanding of their obligations within the community, providing a strong moral framework. Respect for others is cultivated and pupils' horizons are broadened in lessons and in many other activities.
How well the school cares for its pupils	The school has very good procedures for ensuring pupils' welfare, which are understood and followed by all staff. The behaviour policy is consistently implemented. Pupils' academic progress is closely monitored and targets are set for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is being very well led by the Acting Headteacher, with strong support from the senior management team. The leadership provides clear educational direction and is focused on improvement. Subject co-ordinators are effective in developing the curriculum.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They have a clear overview of the school's development and their expertise is used to good effect. Governors visit regularly to monitor the curriculum.
The school's evaluation of its performance	The school is very thorough in evaluating its performance and planning for improvement. Lessons are observed to identify strengths and weaknesses in teaching and learning. Assessments of pupils' progress are being used to set challenging targets and identify the action needed to ensure that individuals achieve their potential.
The strategic use of resources	The school manages its finances very effectively, using its resources carefully to achieve its educational aims. The principles of best value are rigorously applied to this end. Funds raised by the Hammond School Association are put to good use, for example in improving the playground and enhancing the computer suite.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The good progress made by pupils• The generally high quality of teaching• The expectation that pupils will work hard and do their best• The encouragement of pupils to be mature and responsible• The leadership provided by the Acting Headteacher	<ul style="list-style-type: none">• The range of activities outside lessons.

Parents who expressed views before or during the inspection were generally very satisfied with the school. The inspection team consider the high level of parental confidence in the school to be well justified.

In response to the questionnaire, one in six parents did not agree that the school provides an interesting range of activities outside lessons. The inspection found that the school provides an exceptionally wide variety of extra-curricular clubs, and that pupils' learning is greatly enriched by the quality of playground provision and by visits and special events.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards, particularly in literacy and numeracy.

1. High standards in speaking and listening, reading and writing support pupils' learning across the curriculum.
2. Pupils develop fluency in reading individually, in groups and as a class. Lively teaching extends pupils' reading comprehension and enjoyment, and their appreciation of different forms and styles of writing. Pupils reflect on the structure of what they read, discussing, for example, the effect of short sentences in a science fiction passage: 'I think the repeated full stops illustrate how he feels about the threats to him.' They learn to skim and scan a text to find information and to make inferences, as when pupils in Year 4 hunted for evidence that Florence Nightingale was 'serious' and 'determined' : 'You wouldn't go and buy 200 scrubbing brushes unless you were serious...'
3. In the course of their reading, pupils consider the meaning and impact of words and this helps them to write well. For example, pupils in Year 3 readily suggested alternatives for 'said', considering how well 'muttered', 'murmured' or 'squeaked' fitted the context. Pupils in Year 6 used words vividly to recall impressions of York Minster: '...the window brought the light in to cure the dark, claustrophobic atmosphere'. Pupils draft and edit their writing in order to improve it, checking the accuracy of spelling and punctuation, clarifying meaning and paying attention to vocabulary and sentence structure. They enjoy developing their ideas at length in extended stories such as 'The Dragon's Egg', choosing their words with care to build a picture and to engage the reader. Pupils learn to write in ink, developing a neat and legible joined script. They present their work well, often in hand-made books, and strive to achieve an attractive end product.
4. Teachers throughout the school are working effectively to raise writing standards further, to match those in reading. Teachers give clear guidance on how well pupils' unaided writing meets the expectation for their age and what needs to be done to achieve a higher level.
5. Standards are high in numeracy. Pupils work confidently with numbers in their head. They are able to discuss and compare their mental methods for adding or finding the difference between numbers. They have a good grasp of place value, for example when adding three-digit numbers in Year 3, or when dividing decimal numbers in Year 5. The oldest pupils apply their knowledge well, for example when calculating percentages to show the findings of a traffic survey on a pie chart. Higher attaining pupils in each year group have a weekly extension session. They pursue mathematical investigations, such as, in Year 5 finding the number of handshakes if seven people shake each other's hand. Pupils enjoy the challenge, although there is not always enough time to carry out such an enquiry through to a mathematical conclusion.

The school is very well led, organised and administered.

6. The Acting Headteacher, well-supported by governors and senior staff, leads the school very effectively. Well-established systems and procedures ensure that the school runs smoothly and that teachers and support staff work well together as a team. Lines of communication are strong and staff, pupils and parents know what is expected of them. The school's improvement plan shows insightful evaluation of what has been achieved and clear planning for development in key areas of the school's work.
7. The school is tracking pupils' progress with increasing thoroughness and purpose. It has a programme of assessment, particularly in literacy and numeracy, which is being used to set targets for individuals, year groups and classes. This is giving teachers a clearer view of pupils' prior attainment and of the progress to be expected over the course of a year or two. The results of national tests are analysed to detect any weak areas in pupils' learning and to adapt teaching

accordingly. The school is developing the use of setting, and of support and extension groups, in order to meet the needs of pupils of different abilities.

8. The senior management team, year group and subject co-ordinators work well to achieve consistency and to promote teamwork among all staff. Teaching and learning are monitored closely by the school's leadership, and good use is made of classroom observation to share good practice and identify areas for improvement. This has led, for example, to a focus on the effective use of plenary sessions to reinforce what has been learned in the lesson.
9. The school manages its finances very well in pursuit of its educational aims. The administrative officer makes a major contribution to financial planning and to ensuring that available resources are used to maximum effect, as in the equipping of the new computer suite.

Teaching is thorough and effective, ensuring that pupils learn and make progress.

10. Teaching is carefully planned and lessons are well structured so that high standards are pursued in all areas of the curriculum. Teachers refer back to earlier work, building systematically on previous learning. The teaching is lively and imaginative, engaging pupils' interest and securing their active participation. This was clearly evident, for example, in a drama lesson in Year 5 about life on board a Tudor ship. The teacher explored the activities and feelings of characters, such as the lookout, archer, powder monkey or surgeon, helping pupils to create a living tableau. Learning is set in context by making links between subjects, as when pupils investigated the best conditions for growing cress, presented their findings orally and then wrote and word-processed a letter of advice about starting a cress-growing business.
11. Lessons start briskly and teachers maintain a good pace, ensuring that pupils accomplish a good amount of work in the time available. Specific challenges, such as writing a list of descriptive phrases with a partner in one minute, focus pupils' thinking and enliven subsequent discussion. Clear instructions prepare pupils well for the tasks to follow, as seen when pupils in the computer suite set about designing a menu for a 'Tudor Banquet'. Teachers circulate well while pupils are working, challenging and encouraging them, correcting errors and noticing where further teaching is needed.
12. Teachers are very skilled in asking questions to check pupils' understanding and trigger their thinking, for example about changes in tempo within a piece of music. They use supplementary questions well to extend pupils' thinking beyond the obvious: 'What do you mean by that...?' 'How else could we describe it...?' 'Is there an easier way to do it?' They use technical terms appropriately so that pupils learn to use them precisely, for example in discussing the difference between metaphor and simile.
13. Teachers manage their classes very well. Most establish a very good rapport with pupils, expecting the best from them and supporting them in achieving this. Where this rapport is lacking, the teaching, though efficient, takes too little account of pupils' responses. The very good teaching seen is both demanding and encouraging so that high expectations lead to high achievement. For example, in a physical education lesson developing skipping skills in Year 3, the teacher steadily extended the challenge, motivating pupils so that they were determined to succeed and giving help where it was most needed. In a Year 5 mathematics lesson relating fractions to decimals, the teacher matched work very precisely to pupils' capabilities, and swiftly remedied errors when they arose.

The school provides a very wide range of educational opportunities for pupils.

14. Pupils' learning is enriched by a wide range of activities and opportunities within and beyond the classroom. The school offers a broad curriculum, including all the required subjects of the National Curriculum and religious education. In addition, all pupils learn French from Year 4. They make a good start, developing oral confidence, and this prepares them well for language learning in secondary school.

15. The school provides a large number of extra-curricular clubs during the lunch hour or after school: there are currently 20 running weekly during the summer term. Although the range of opportunities increases as pupils move through the school, several of the lunchtime clubs are open to pupils in Year 3. For example, the chess club is open to all, and 32 pupils from all years were playing with enthusiasm during the inspection. The clubs cater for and cultivate a wide variety of interests: from computers and newspaper-writing to pet care and wildlife. Pupils can learn the skills of a very wide variety of sports. There are many opportunities to represent the school in teams and to compete in matches and tournaments. Pupils extend their musical skills in choir, orchestra and recorder clubs, and many have instrumental tuition in school. Many members of staff give time generously to extra-curricular activities, and parent volunteers also make a valuable contribution.
16. The playground has been imaginatively developed, in consultation with pupils and with valuable financial support from the Hammond School Association and expert advice from governors. The result is exceptionally good provision for pupils' play. Pupils practise ball skills and organise team games with enthusiasm, using the ball wall and the large expanse of playing field. Traditional playground games are cultivated and both boys and girls strive to master complex manoeuvres with skipping ropes. Table top games, playground markings and small equipment such as model cars engage pupils in constructive and creative play. Shelters on the playground allow pupils to sit and talk if they wish to do so. Pupils take responsibility for equipment, for example as 'ball monitors'. As well as providing fresh air and a respite from work, the school's playtime arrangements foster social interaction and negotiation, creativity and imagination, physical exercise and the observance of rules. Wet playtimes are well organised and pupils have access to games and activities which they enjoy.
17. Pupils' learning is enriched by visits, visitors and special events. Educational visits support the curriculum well. For example, pupils in Year 6 make a five-day residential visit to York and they draw extensively on their experiences in subsequent work. Each year, the whole school engages in a week's work with a special focus which broadens horizons and enriches the curriculum. This year, World Arts Week engaged pupils in studying and producing work inspired by the art of different cultures. High quality work was produced, in styles influenced, in different year groups, by African, Asian, Aboriginal or Aztec art.
18. Workshops in drama, dance, music and history add an extra dimension to pupils' learning, for example about the Victorians or Ancient Egypt. Annual plays and concerts give opportunities for pupils to perform before an audience, and they do this to a high standard.

The partnership between home and school works effectively for the benefit of pupils.

19. The school recognises the importance of working closely with parents in order to support pupils' learning. It seeks to be open and responsive to parents and to help them in helping their children. The Home-School Agreement, signed each year, cements this partnership.
20. The school communicates very well with parents. The school seeks parents' views about issues such as a new style of written reports. The reading and homework diary provides a useful link between home and school. Parents are kept well informed about school events and activities through newsletters, and termly letters give advance notice of the work pupils will be doing in each year group. Parents are given full and helpful information about how their children are doing. A Record of Achievement shows each pupil's progress through the school. A detailed and informative written report in February includes specific targets in literacy, numeracy and personal development, these targets create a shared agenda for teacher, pupil and parent.
21. The Hammond School Association is a lively and effective organisation, to which all parents belong. Its committee meets monthly and it sends out regular newsletters. The Association is well supported by the school's leadership, and provides very strong support for the school. Its fundraising activities, (which raised £13,000 last year) enable the school to enhance its learning resources, as seen, for example, in the purchase of additional equipment for the computer suite,

improvements to the playground and contributions towards minibus rental and the visits of theatre groups. In such ways, parents support the breadth of opportunity which is a major strength of the school. Many parents and other volunteers help regularly in classrooms. The school values their contribution and plans carefully to make the best use of it in support of pupils' learning

22. Teachers are accessible to parents. The school secretary is welcoming and helpful. The visible presence of the Acting Headteacher at the start and end of the day makes for ease of meeting and a quick response to any problems. All these factors contribute to the school's strong sense of community and to the effectiveness of its partnership with parents.

The school cares well for pupils, promoting positive attitudes and very good behaviour.

23. Pupils show very positive attitudes in lessons. They listen very attentively, co-operate without fuss and sustain concentration on the task in hand. As a result, little time is wasted and pupils learn well. They expect to work hard and they take pride in doing their best.
24. The school expects high standards in work and behaviour. This is well understood by pupils and consistently reinforced by all staff. The behaviour and discipline policy is shared with pupils and parents in an appropriate form, and provides a secure framework for pupils. Achievement is recognised and rewarded, for example by the weekly nomination of pupils for the 'Golden Book' and in regular awards ceremonies.
25. The school cultivates a sense of responsibility among pupils. 'Hammond Helpers' are appointed in Year 6 to help look after new pupils and to be ambassadors for the school, for example in showing parents round. They are consulted on occasions, for example about the school uniform or the content of the school's web site. In addition, 30 Year 6 pupils, mainly girls, help as volunteer 'Playground Pals'. They work in teams of six at playtimes to help younger pupils join in and learn new games, and to look after equipment. The role is taken very seriously, as shown by the display of photographs and information about each patrol member displayed in the dining hall.
26. The school is extending its work in personal, social and health education and the teaching of citizenship. Pupils are taught to take care of themselves and to be aware of safety issues. Year 5 pupils have taken part in a Junior Citizen scheme run by the emergency services, learning about the decisions which have to be made in difficult situations.
27. The school takes great care about pupils' health, safety and welfare. Support staff, including the secretary and midday supervisors, play an important part in this. The close attention given to pupils' all-round development and to their individual needs helps pupils to thrive in school, and to learn with confidence and success.

WHAT COULD BE IMPROVED

The school is working to raise sights further for higher attaining pupils.

28. The school achieves high standards but is working to increase further the proportion of pupils achieving beyond the expectation for their age. It is currently focusing successfully on writing in this respect. The school is also planning to review its reading scheme. Pupils are introduced to a wide range of books and authors in literacy sessions. Fluent readers should build on this in their individual daily reading at home and at school. The reading programme is ready for extensive development to ensure that pupils' progress is not restricted.
29. The school recognises the need to extend the challenge, particularly for higher attaining pupils, in science. The planning of topic-related work in science needs to give more emphasis to the fostering of scientific thinking through practical investigative work.

30. Higher attaining pupils need further opportunities to pursue enquiries in depth, for example in extension sessions provided in mathematics. They should be encouraged to exercise independence and initiative across the range of their work, and in their contribution to the school community.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise sights further for higher attaining pupils the school should:

- Develop scientific investigation to promote thinking and understanding in science;
- Ensure that the choice of books extends the range and ambition of pupils' individual reading;
- Extend opportunities for higher attaining pupils to pursue enquiries in depth;
- Encourage independence and initiative in pupils' learning, and in their contribution to the school community.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	23	46	28	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

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	375
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	73

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.027
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	48	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	46	45	47
	Girls	29	27	31
	Total	75	72	78
Percentage of pupils At NC level 4 or above	School	95 (91)	91 (86)	99 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	42	46
	Girls	28	25	28
	Total	70	67	74
Percentage of pupils at NC level 4 or above	School	89 (90)	85 (84)	94 (87)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	1
White	372
Any other minority ethnic group	3

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: Y3 – Y6

Total number of qualified teachers (FTE)	14.0
Number of pupils per qualified teacher	24.7
Average class size	29.2

Education support staff: Y3 – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	104

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	620963
Total expenditure	631240
Expenditure per pupil	1697
Balance brought forward from previous year	30259
Balance carried forward to next year	19982

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	375
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	50	4	1	0
My child is making good progress in school.	39	58	3	0	0
Behaviour in the school is good.	25	68	6	1	0
My child gets the right amount of work to do at home.	25	64	10	1	0
The teaching is good.	40	52	5	0	3
I am kept well informed about how my child is getting on.	36	54	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	6	1	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	29	58	12	1	0
The school is well led and managed.	35	56	7	1	1
The school is helping my child become mature and responsible.	41	56	1	1	1
The school provides an interesting range of activities outside lessons.	45	38	17	1	0

Other issues raised by parents

- A number of parents were concerned about the continuing uncertainty over the school's longterm leadership, and about changes to the staffing of classes which have been consequent upon this.
- A few parents felt that pupils' confidence suffers where there is a lack of rapport with the teacher.