

INSPECTION REPORT

SCHOLES ELMET PRIMARY SCHOOL

Scholes, Leeds

LEA area: Leeds

Unique reference number: 107813

Headteacher: Mr T C Ashby

Reporting inspector: Mr G Brown
21060

Dates of inspection: 30 April - 1 May 2001

Inspection number: 193283

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Station Road Scholes Leeds Yorkshire
Postcode:	LS15 4BJ
Telephone number:	0113 2649149
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Maude
Date of previous inspection:	28 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Scholes in Elmet, a large commuter village on the north-east edge of Leeds. The school is over-subscribed and approximately one-third of the pupils now come from outside the village. There are 241 pupils on the main school roll and a further 52 children who attend the nursery on a part-time basis. Pupils are drawn from a wide range of socio-economic backgrounds and most show average attainment on entry to both the nursery and reception classes. There were 106 children under the age of six at the time of the inspection. The school has little tradition of admitting pupils from minority ethnic backgrounds and there is currently only one pupil for whom English is an additional language. A well below average number of pupils (four per cent), are entitled to free school meals. A total of 80 pupils are on the school's register of special educational needs, although some 90 per cent of these require only modest support. Three pupils have a statement of special educational needs. The school has 12 basic educational aims directed mainly at all pupils reaching their full academic, social and moral potential. It also aims to give pupils the necessary skills, independence, self-discipline and self-esteem to manage their later lives.

HOW GOOD THE SCHOOL IS

This is a very good and effective school that serves its community particularly well. Pupils achieve consistently high standards in most of their work. Much of this is due to the good quality of teaching and learning brought about by the efforts of a conscientious and hard working staff who work together effectively as a team. The school is very ably led by the headteacher, deputy and governors and is committed to high standards. The school gives very good value for money.

What the school does well

- Standards of attainment are high, particularly in the core areas of English, mathematics and science.
- The quality of teaching is good overall and helps pupils to do their best and make rapid progress in their learning.
- There is an effective learning ethos in which pupils work hard, behave very well and form very good working relationships with the staff and each other.
- The leadership and management of the school are very good. They are a strong and positive influence on pupils' standards of work and progress.
- The learning opportunities (the curriculum) provided for pupils are very good, making learning interesting, challenging and enjoyable.

What could be improved

The following do not constitute significant points of weakness. They are areas in which ideally an already very successful school should strive to improve still further.

- Clearer explanations from the school on the reasons for its decisions and policies on matters in which parents and carers express particular concern or interest.
- More opportunities for gifted and talented pupils to have, among other things, greater independence and initiative in their own learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Scholes was last inspected in April 1997 when it was judged to be a very good school with many strengths. The areas in which it was asked to improve had already been identified as priorities by the school. Since that time, the school has made good progress in relation to the key issues it had to resolve. There has been significant improvement in the contribution made by the subject leaders to standards of work and monitoring in their own areas. The provision made for children in what is now the new Foundation Stage (up to 6 years old) is a growing strength of the school. The school has also undergone improvements in its decoration and storage, particularly in the old building. The new computer suite is now a very good resource. The statutory requirements relating to child protection are

now fully met. In addition, the school has developed several new national initiatives very successfully including both the Literacy and Numeracy Strategies and the latest requirements within performance management.

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*	A
Mathematics	A	A*	B	C
Science	A*	A*	A	A

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

The results of standardised tests for 11-year-olds confirm the high performance of pupils both in 2000 and as a continuing strength in recent years. The results in English are particularly good and indicate attainment within the top five per cent of schools nationally. High attainment has also been recorded in mathematics and science in recent years. Similar school comparisons are a good indicator of the standards being reached. Much of this is due to the quality of teaching and, in English and mathematics, the successful implementation of both the Literacy and Numeracy Strategies. A consistent feature of attainment in these core areas is the percentage of pupils achieving the higher level for their age; this is frequently well above the national average. The current inspection confirms the high standards in these and other subjects being achieved by pupils by the time they are eleven years old. By the end of the Foundation Stage, most children achieve the standards expected for their age and many exceed these, particularly in language, numeracy and knowledge and understanding of the world. By the time they are seven, pupils also achieve well and standards in reading, writing and mathematics are well above average. The school is committed to raising standards still further and continues to set high yet realistic targets for the future attainment and progress of all its pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall. Pupils enjoy school life and show enthusiasm for much of their learning. They are well motivated and keen to do their best.
Behaviour, in and out of classrooms	Consistently very good, particularly during lessons. Pupils show good levels of courtesy and self-discipline. They are considerate to others both in the classroom and while at play.
Personal development and relationships	Relationships in the school are very good with pupils showing a healthy respect for the feelings and views of others, including those of adults. While good emphasis is placed on the personal development of the pupils, even more could be expected in terms of pupils taking the initiative and making decisions in their own learning.
Attendance	Good. Attendance rates are above average and the school day starts promptly and efficiently.

TEACHING AND LEARNING

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

The quality of teaching is good overall, both for children in the Foundation Stage and for those in infant and junior classes. It is particularly effective at the end of Key Stage 2. During 24 observed lessons, no teaching was unsatisfactory and in over sixty per cent of lessons, the quality of teaching and learning was good or very good. Pupils therefore achieve well across the school and their needs are well met. All teachers plan their lessons particularly well. The management of the pupils is very good, ensuring there is a brisk pace to learning with little time being lost. Staff set high expectations as to what pupils can achieve and how they will behave and relate to each other. However, more could be asked of particularly the higher-attaining pupils in relation to their use of initiative and taking greater responsibility for their own learning. The provision for pupils with special educational needs is very good, as is that given to pupils who benefit from additional literacy support. In almost all lessons, teachers are careful to build on previous learning and pupils regularly acquire new skills, knowledge and understanding. Pupils' learning is enjoyable and progressive. The teaching of English and mathematics is particularly strong. In science, there is some lack of emphasis on investigative work, particularly at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. The full statutory curriculum is in place and this is usually exciting, well organised and meets the needs of all pupils.
Provision for pupils with special educational needs	Very good. Teachers and experienced support staff ensure that pupils' needs are well known and that quality support is given to all pupils who experience learning difficulties.
Provision for pupils with English as an additional language	The minority ethnic groups are rarely represented on the school roll but where this occurs, pupils' needs are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There are particular strengths in the provision made for the pupils' moral and social development, including a consistent approach towards building positive relationships and the help and support offered to others. The provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	This is a caring community that supports all pupils as individuals and pays good attention to their safety, welfare and personal development.

The school has effective links with parents and carers and this is an important factor in the progress made by the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management by the headteacher, deputy and other key staff is very good, giving purpose and clear educational direction to what that the school does.
How well the governors fulfil their responsibilities	Governors are well informed and play a major part form in relation to strategic planning and policy making in the school. They meet their statutory requirements and offer very good support to the headteacher and to the school in general.
The school's evaluation of its performance	The monitoring and evaluation of the school's past and current performance are carried out very successfully areas by those with management roles. Targets for increasing standards are constantly reviewed and reflected in the annual school development plan.
The strategic use of resources	Very good. Specific grants and other annual funding are spent on the school's declared priorities. Financial systems are good. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards of work are high and pupils make good progress. Teachers work hard and achieve a great deal with the pupils. Behaviour is good and children respond well to their learning The school is well led and managed The school works closely with parents and most feel comfortable when approaching the school with a problem. The school is helping pupils to become mature and responsible. There is an expectation that children will do their best. 	<ul style="list-style-type: none"> Improved communications, so that parents can understand the criteria involved in the school's thinking about how the mixed-age classes are formed. More information given as to why and when pupils are withdrawn for additional literacy support. A more consistent approach to homework, particularly among pupils of the same age. A greater range of activities for pupils to enjoy out of hours. A more consistent approach towards bullying on the few occasions where this occurs.

The inspection team agrees with all the positive points made here by parents. Many of the areas touched upon are indeed strengths of the school. With regard to their concerns

- The mixed-age group form of organisation has become necessary because of the uneven numbers of pupils in different age-groups. The criteria for selecting groups of children for different classes are quite complex, but the school needs to make it a lot clearer to parents exactly what is involved.
- Additional literacy support is actually a strength of the school but here again it is important that all parents know what is involved and what if anything their child is missing in class whilst being withdrawn.
- The school is not aware of any significant variation in the pattern of homework given to different pupils of the same age but is to look into this issue and to tighten up on procedures as necessary. The inspection team believes that homework should be set according to need and the ability of individuals to complete it successfully.
- The range of out-of-hours activities is satisfactory and broadly similar to other schools of this size and type.
- No oppressive behaviour was seen during the inspection period. The school takes seriously any matters relating to bullying and is happy to discuss its policies with individual parents at any time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment are high, particularly in the core areas of English, mathematics and science

1. By the time they are seven and eleven, pupils achieve standards well above the national average. Pupils of all ages listen well and most are confident speakers, sharing their views or describing to others what they are attempting in their everyday work. The quality of pupils' reading is an overall strength in English. Most pupils are capable of reading widely for pleasure and information. There are very important and successful links made between what pupils read and what they write. Many pupils in Years 1 and 2 are particularly fluent and expressive readers for their age. The libraries are stocked and used well. Many older pupils in particular begin to express preferences for a particular author or style of book. The introduction of the Literacy Strategy has helped to deepen and extend the reading experiences of the pupils. Many are subsequently developing a genuine love of reading. Standards in pupils' writing are also well above average. Many write at considerable length for their age and can vary their style to suit the purpose or audience. Pupils in Years 5 and 6 write imaginatively in their history topics and show considerable skill when writing in a journalistic style and even in the style of Shakespeare. Pupils' technical skills are very well developed at both key stages. Most produce well-organised pieces of work that are spelt correctly and show a wide range of imaginative ideas. Year 2 pupils develop their stories of 'The Runaway Pizza' well, while those in Year 6 have the ability to change biography into autobiography. Even the youngest pupils show good awareness of how to improve their work after re-reading and much of their writing is convincing, well planned and sequenced appropriately.
2. In mathematics, pupils at both key stages show very good mental skills. Much of their recorded work is wide-ranging and challenging. Exercise books are generally full of well-developed and accurate work. In all year groups, mathematical ideas are well developed and most pupils are relatively adept at solving problems involving measurement, time, angles, fractions and general number. Their knowledge of the properties of shape is well above average. From Year 1 onwards, pupils learn how to produce graphs and to present simple statistics in different visual forms. Pupils use mathematical vocabulary with confidence and understanding. They apply their mathematical knowledge well to other subjects such as art and design and technology.
3. Pupils have maintained high standards in science over a sustained period. Their knowledge of science topics such as plants, electricity and magnetism is reflected in full exercise books that contain elaborate notes and very good diagrams. Their knowledge and use of scientific vocabulary are generally of a high order. Whilst pupils at Key Stage 1 carry out a good range of practical science, this aspect is less well developed at Key Stage 2. The work among older pupils, whilst thorough, is more weighted towards science theory than advanced investigative work. Pupils carry out predictions and test hypotheses, but greater emphasis could be placed on these important aspects of science.
4. Although the inspection could not include a survey of attainment in a wide range of other subjects, evidence indicates that pupils' standards are high in art and design, history, geography, design and technology and music. Pupils also achieve well in swimming, making full use of the pool in their own grounds. Standards in information technology are rising as the new computer suite becomes fully accessible to all pupils.

The quality of teaching is good overall and helps pupils to do their best and make rapid progress in their learning

5. The staff works closely and effectively as a team and this influences the good learning that occurs between year groups. Teachers have good subject knowledge and this, combined with very good

levels of planning, helps to bring clarity and continuity to pupils' learning. Lessons are prepared with skill and care, ensuring pupils build on their previous learning well. This is particularly true in literacy and numeracy although in some lessons observed, several subjects were touched upon in a single session. Thus in a Year 5/6 lesson involving several adults, pupils combined art and design, technology, English and mathematics. The mixed-age classes present something of a challenge to teachers' organisational skills. However, they overcome any difficulties through careful planning, the use of a two-year cycle of topics in the curriculum and by using the results of assessments as a good indicator as to the levels individual pupils have reached. In over 60 per cent of observed lessons, the quality of teaching and learning was good or better. Teaching in the Foundation Stage has now improved to be good overall. There is clear planning to meet the new Early Learning Goals, supported by a wide range of activities that ensures children make relatively rapid gains in their basic learning. Detailed records are kept of the progress made by each child and assessments are well used to ensure that skills are built on in a very systematic way. The good quality of teaching and learning extends to both key stages. There continues to be considerable emphasis on the teaching and learning of basic skills and the expectations of staff remain high in the infant and junior years. However, even more could be asked of the higher-attaining pupils, particularly in relation to them working more independently of the teacher.

6. Teachers across the school use a successful blend of teaching methods. Almost all lessons begin with clear targets for learning being shared with the pupils. A further strength of many teachers is their skill in handling question and answer sessions and using the results to give them an immediate assessment of how well their pupils are learning, together with the depth of their understanding. Learning is then supported by a range of chosen activities, that are well matched to the needs and abilities of individual pupils. Pupils with special educational needs are well supported as are those who need additional support with basic literacy. The role of specially trained support assistants is crucial to some of the very good teaching that occurs in this area of the curriculum.
7. A further strength of almost all the teaching is the impact of the very good management of the pupils inside the classroom. Pupils are well organised by staff and there is therefore a good pace to learning with very little time being wasted. Almost all pupils are clear what they have to do and they work closely to daily targets negotiated between the teacher and themselves. A further key factor in much of the effective teaching is the very good relationships that exist between teacher and pupil. This leads to sensitive and unobtrusive control of the pupils which in turn helps to bring further pace and challenge to learning. In all classrooms there is effective use of praise and support combined with reward systems that help to motivate the pupils still further. Many lessons, including literacy and numeracy, end with a review of what has been achieved. Pupils feel therefore a clear sense of achievement and teachers use this form of assessment well to determine the next stage of teaching and learning. Work is marked promptly and teachers' comments generally make it clear what pupils should do next to improve still further.

There is an effective learning ethos in which pupils work hard, behave very well and form very good working relationships with the staff and each other.

8. Staff know the pupils very well and are openly committed to their care and welfare. This helps to create very good working relationships and a positive ethos of support and mutual understanding. Pupils are also supportive of each other and work particularly well when asked to work in pairs or small groups. This can be seen in many lessons such as history, science and information technology. Within such a setting of mutual support, pupils invariably have good attitudes to school and make a positive response to much of their learning. The sustained efforts made by almost everyone on site, helps make school a purposeful and harmonious place for learning. This is very similar to the position reported during the previous inspection. There is a clear expectation that pupils will work hard and do their best, facts supported by the parents in their questionnaire. This works well. Pupils are therefore enthusiastic during lessons. They are also keen to answer questions and to complete their work on time and to a very good standard. On occasions, some older pupils in particular show some over-reliance on their teachers, for example in what to do next, when they are capable of making such informed decisions about their learning for

themselves. Despite this, many pupils show maturity about the school, for example in helping in the dining hall, raising money for charity and helping in the nursery.

9. Behaviour in the school is very good with pupils behaving sensibly and reliably. Parents rightly feel that school life is helping their child to mature and form good working relationships. Parents are also very supportive of the school's values and its expectations in respect of good behaviour. This is reflected in the home/school agreement. Outdoor play is relatively harmonious and trouble free with pupils co-operating with supervisors, despite the sometimes cramped conditions. No incidents of bullying or oppressive behaviour were seen, although some parents insist that these do occur and that the school needs to treat such incidents with greater consistency. During the inspection, pupils showed good awareness of the rights and needs of others.

The Leadership and Management of the school are very good. They are a strong and positive influence on pupils' standards of work and progress.

10. This has remained a strength of the school since the previous inspection. The headteacher is an experienced leader and knows staff, pupils and the needs of the school particularly well. He is pro-active and has a firm understanding of the priorities within the school, including the time-scales for action to occur. Together with the deputy headteacher in particular, he provides clear educational direction for the school to move forward and build still further on its past successes. In this he is ably supported by subject leaders and by the governing body. The role of the subject leaders has strengthened since the previous inspection and their individual expertise is used more effectively to drive up standards in many areas. The role of the governing body remains influential, not only by fulfilling its statutory duties, but in helping to shape the educational direction of the school. There are particularly effective links made with the curriculum and finance. This is a successful self-evaluating school that identifies very clearly its priorities for growth and then pursues these rigorously in the shape of meaningful and challenging targets. The action it takes to meet these targets is very appropriate, making the monitoring and evaluation of the school's performance a considerable strength that impacts well on standards. The annual school development plan is central to much that the school attempts and this too reflects clear priorities for further growth and improvement. The school has clear policies on a wide range of issues and these are modified as necessary as new initiatives emerge. The management of financial matters and resources, special educational needs and 'educational inclusion' are all handled and led extremely well. However, the school does not always communicate to parents its policies and proposed course of action as well as it could. Overall, there is a shared commitment to raising standards still further and to ensure that the school continues to meet its declared aims and objectives.

The learning opportunities (the curriculum) provided for pupils are very good, making learning interesting, challenging and enjoyable.

11. The curriculum has continued to improve since the previous inspection and now represents very good provision for learning. There have been particular improvements in the curriculum for children under five and the work undertaken in nursery and reception classes reflects clear and helpful provision for young children. The curriculum for infant and junior pupils is highly structured and provides a very good basis for planning progressive work for pupils in mixed-age classes. The time given to subjects in the curriculum meets the national guidelines and this helps to produce a broad and balanced programme of learning for all pupils. A good curriculum is provided for all pupils, but the school could usefully examine further its stance towards the higher-attaining pupils in order to ensure their very specific needs are met continuously. No written policy on this matter yet exists, although such pupils continue to do well in the end of key stage statutory assessments. The approach towards strengthening still further pupils' standards in literacy and numeracy is very secure and the implementation of the Literacy and Numeracy Strategies has been extremely effective and influential on standards. The school has a satisfactory range of extra-curricular activities and the 'Out of School Club' is viewed rightly as an example of good practice in the local authority.

WHAT COULD BE IMPROVED

(The following do not constitute significant points of weakness. They are areas in which ideally an already very successful school should strive to improve still further.)

Clearer explanations from the school on the reasons for its decisions and policies on matters in which parents and carers express particular concern or interest.

12. A significant number of parents expressed concerns that they do not always understand the action taken by the school in relation to the needs of their children. These included the criteria for forming mixed-age classes, the withdrawal of pupils for additional literacy support and the consistency of homework set for pupils of similar age but taught in different classes. These are clearly important areas for parents to know more about and the school has not always made these matters clear in the past.

More opportunities for gifted and talented pupils to have, among other things, greater independence and initiative in their own learning.

13. Reference has been made to this point earlier in the report. The school has no recognised policy that targets this range of pupils in particular. Given the presence of such pupils, this is an oversight that could usefully be remedied by the introduction of a consistent and whole-school approach towards talented, gifted and higher-attaining pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve still further on the already high standards of attainment and the quality of education provided by the school, the governors, headteacher and staff should:

- (1) Improve the means by which the school communicates its policies and decisions on matters in which parents express particular concern or interest.
- (2) Create a whole-school approach towards the recognition and provision made for gifted and talented pupils. Ensure the needs of such pupils are firmly met by making more effective use of the pupils' own initiative and increasing the opportunities for more independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	42	37	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	241
Number of full-time pupils known to be eligible for free school meals	n/a	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	78

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	4
Pupils who left the school other than at the usual time of leaving	5

Attendance 1999/2000

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	18	18	17
	Total	35	36	36
Percentage of pupils at NC level 2 or above	School	90 (95)	92 (98)	92 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	21
	Girls	18	17	18
	Total	34	36	39
Percentage of pupils at NC level 2 or above	School	87 (98)	92 (98)	100 (98)
	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	16	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	23	18	22
	Total	38	33	38
Percentage of pupils at NC level 4 or above	School	95 (96)	83 (100)	95 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	16	20	20
	Total	29	35	35
Percentage of pupils at NC level 4 or above	School	73 (93)	88 (93)	88 (96)
	National	70 (68)	72 (69)	79 (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	1
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	222
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)	9
Number of pupils per qualified teacher	27
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	154

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	521052
Total expenditure	512350
Expenditure per pupil	1761
Balance brought forward from previous year	-600
Balance carried forward to next year	8102

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	312
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	4	4	0
My child is making good progress in school.	58	36	4	1	1
Behaviour in the school is good.	36	55	1	2	5
My child gets the right amount of work to do at home.	29	51	14	4	2
The teaching is good.	56	41	1	0	1
I am kept well informed about how my child is getting on.	32	51	15	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	34	1	0	1
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	41	51	8	0	0
The school is well led and managed.	46	44	6	1	3
The school is helping my child become mature and responsible.	44	51	5	1	0
The school provides an interesting range of activities outside lessons.	20	41	21	4	14

Other issues raised by parents

- The criteria by which mixed-age classes are formed and the impact of such classes on pupils' learning.
- The criteria for withdrawing pupils for special educational needs and for additional literacy sessions.