

INSPECTION REPORT

SHIPHAM C of E FIRST SCHOOL

Shipham, Somerset

LEA area: Somerset

Unique reference number: 123812

Headteacher: Mrs Kathryn Quinnell

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 1st and 2nd October 2001

Inspection number: 195233

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Controlled
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
School address:	Turnpike Road Shipham Somerset
Postcode:	BS25 1TX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Lynn Brady
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shipham C of E First School serves a spectrum of families of British heritage mainly from the residential village of Shipham in a very pleasant part of the Mendips. A few come from further afield. Very few pupils are entitled to free school meals. The number of pupils on roll is currently 60 but this fluctuates year on year and has gone down this year with a large group leaving and a smaller intake into the reception class. Relatively few pupils are on the special needs register but one has a statement of special need. Attainment on entry is above that found in most schools especially in expressive language and personal development.

HOW GOOD THE SCHOOL IS

This is a good school, satisfactorily led and managed, where good teaching is enabling pupils to achieve high standards. With its favoured intake but moderate levels of funding, the school provides good value for money.

What the school does well

- Good teaching enhanced by the very good work of classroom assistants makes it possible for boys and girls to achieve high standards throughout the school.
- Boys and girls are encouraged to enjoy their lessons and are given a rich range of learning experiences. They develop good attitudes to learning
- The staff takes good care of all pupils and encourages them to become responsible and sensible citizens. Pupils relate very well with each other and their teachers and helpers.
- Its financial and general administration is good and all aspects of its day-to-day running are efficiently carried out. Good use is made of all available resources

What could be improved

- The energies of the school community are being dissipated on a succession of issues and disagreements between the head and governors and parents.
- Pupils' enthusiasm and energy are real strengths but sometimes become weaknesses when they are not tempered with self-control and sensitivity to the needs of others.
- Older pupils are rarely given enough time to stretch their well-developed writing skills and knowledge in extended pieces of unaided writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the school's last inspection in June 1997, standards were said to be 'above average'. They are now well above average throughout the school with last year's seven-year-olds achieving outstanding results. All the issues identified in 1997 have been resolved over the years and some, such as monitoring by staff and governors and record keeping, are now strengths. Many other aspects of what the school provides have also been developed and improved to good effect. Despite its high academic standards, the school continues to focus on improving teaching and learning so as to build on the good improvement already made.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	A	A	A	A	well above average A above average B average C below average D well below average E
Writing	A	A*	A*	A	
Mathematics	A	A*	A	B	

Very high standards in reading, writing and mathematics have been sustained over the years with all pupils regularly achieving at least the expected levels for seven-year-olds and the school's overall performance frequently being in the top 5% of schools as indicated by * in the above table. This year's results in reading and mathematics are even better and with high writing standards maintained all three subjects could well be in the top 5% when official comparisons are made. Optional testing in recent years indicates that these high standards have been maintained in years three and four. The attainment of the recent intake of four-year-olds is above average and they are already showing good signs of achieving all the early learning goals well before they reach the end of their foundation year. Pupil's most recent work in literacy, numeracy and science shows that high standards are being maintained in years one to four and achievement is good. The few pupils who find learning difficult are well supported and making good progress towards their learning targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy their time in school and most are wholehearted in their approach to everything to do with learning. They respond animatedly to their work, join in with all that is offered and are always willing to answer questions and contribute their own ideas and suggestions.
Behaviour, in and out of classrooms	Playtimes and lunchtimes are happy, sociable occasions and pupils behave very well. Behaviour in school is usually good, sometimes very good but, on occasions, inappropriate behaviour by a few spoils things for their schoolmates. Behaviour overall is good.
Personal development and relationships	Pupils' willingness to use their initiative and take responsibility for their learning is good. Older pupils are proud of the responsibilities they undertake around the school. Most are very confident, self-assured and sensible but some, in their enthusiasm, do not appreciate that their actions can hinder others. All relationships are very good which helps make the school a friendly and largely trouble free environment.
Attendance	Attendance rates are very good which is a good indication of the positive way boys and girls feel about school.

The personal standards of the great majority of pupils are very high and they make a very good contribution to the life of the school. However, a few lack self-control when working in larger groups or involved in stimulating activities and this inhibits their own and others' learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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.

Almost all teaching observed is good with some very good and a little satisfactory. None is unsatisfactory. Children in their foundation year are well provided for and very good use is made of a very experienced classroom assistant to ensure that they are well supported in relevant activities while the year ones in the same class are involved in more formal literacy and numeracy work. A very good feature of all teaching is the way work is planned at a wide range of levels to match the needs of the two year groups in each class. In most lessons, the pace of working and the effort shown by pupils is good and this is emphasised by the sheer amount of work completed in literacy and numeracy lessons last year. Homework is used to good effect especially in Key Stage 1 and in mathematics and reading. Very good support for pupils with minor learning difficulties helps them to achieve well and the one pupil with very special needs is very constructively and sensitively included in all the school has to offer.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Staff provide children of all ages with a rich range of learning experiences covering all the necessary elements with literacy and numeracy suitably emphasised. The planned use of cross-curricular topics with a different emphasis each term provides opportunities for pupils to study subjects in some depth. Clubs, visits, visitors and special days or weeks further enhance pupils' enjoyment and understanding.
Provision for pupils with special educational needs	Procedures for identifying need, setting targets and monitoring progress are effective and pupils' progress is good. Very good provision, mainly through the work of learning support assistants, is made for pupils who find learning difficult.
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make good provision for promoting pupils' personal development with good arrangements for the development of their social skills and attitudes and moral awareness. Curricular provision for pupils to study and appreciate their own cultural heritage and celebrate the cultural diversity of others is good with satisfactory attention given to helping pupils to reflect on the more spiritual aspects of their growth.
How well the school cares for its pupils	The school takes good care of its pupils and ensures that they are safe and not at any risk. It keeps a close watch on their development and maintains suitable records to note events or trends that may be significant. Teachers and other staff know the children very well but some parents feel that their concerns about their children are not always followed up as well as they would like.

Parents and other members of the local community make a very good contribution to the life of the school through practical help, supporting their children at home and, through the parents' association, by making funds available to enhance resources and the environment. They are very pleased with the standards achieved, how hard their children are expected to work and the quality of teaching but some feel strongly that the school does not work well enough with them as partners in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed, administered and run on a day to day basis. Financial matters are very well dealt with. All staff have curriculum responsibilities and, within the limits of possibility, these are well covered. The head deserves great praise for her long service to the school and the fact that it is academically so successful. However, her relationship with some parents and the governing body has become strained, communications are not good and issues involving decision making and accountability have not been resolved.
How well the governors fulfil their responsibilities	Governors are very keen for the school to succeed and have all the necessary structures and procedures in place to fulfil their responsibilities. They know the school well through regular visits and some more formal monitoring and several bring useful expertise to their roles. However, many have been frustrated in recent months by having to devote their time to dealing with a series of internal difficulties rather than moving the school forward.

The school's evaluation of its performance	The school is aware of the need to ensure that it sustains the highest standards and staff are increasingly using comparative data to measure the school's success, modify planning and set priorities. Very good use is made of optional and standardised tests to monitor the progress of groups and individuals. Classroom practice in literacy and numeracy has been observed regularly and plans have been made to extend this to other subjects.
The strategic use of resources	The school has little room for manoeuvre with its budget but where it has choice, funds are spent on what staff and governors agree is important. Extra funding through grants and parental contributions has been put to good use notably in grounds improvements. All staff are very effectively deployed and good use is made of all resources.

It is a great pity that an essentially good school achieving high standards and with a great deal to offer should be at odds with itself. Mistakes have been made but, with frankness, calm heads and good will, the school community has more than enough capacity to heal itself and move on.

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 enjoy going to school ▪ teaching is good and their children are making good progress ▪ pupils are expected to work hard and do their best ▪ the school is helping pupils to grow up sensibly • the staff are very approachable 	<ul style="list-style-type: none"> • information about how well their children are doing • behaviour around the school • the school's partnership with parents • aspects of the school's leadership and management • the range of activities provided by the school in addition to lessons

Inspectors agree with all parents' positive views but judge that the information given about their children's progress is as good as in most schools and that, for a first school, the range of extra activities provided is good. Behaviour generally is good but minor misbehaviour in class is a nuisance. Inspectors identify this and leadership, including the way the school works with parents, as areas for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching enhanced by the very good work of classroom assistants makes it possible for boys and girls to achieve high standards throughout the school

1. The school was concentrating on the basics of literacy and numeracy before recent national initiatives and has used the materials and structures of the two strategies to enable it to stay well ahead of most schools in reading, writing and mathematics. High standards are spread across the ability range and the school's close attention to the needs of its few lower attaining pupils, and the very good support they receive, has enabled almost all to achieve the national average in recent years.

2. Continued high standards in the core subjects come largely from consistently good teaching by class teachers and classroom assistants. The contribution of volunteers in school and of parents in supporting their children at home is also a significant factor. Boys and girls know exactly what to do, what is expected of them and how long they have to do it. Expectations are high and most pupils make their own very good contribution by working hard to produce the very impressive volume of work seen by inspectors. The use of well-chosen, stimulating materials and captivating descriptions and explanations helps with this process. A good example of this came when pupils discussing 'The owl who was afraid of the dark', were fascinated by the teacher's own admission of her feelings as a little girl when the light was turned off. Work is carefully planned and prepared and, through good on-going assessment, is invariably well matched to the needs of the various groups and individuals in the two age-group classes. All adults involved are constantly monitoring levels of understanding and what is going on in the class and this information is used to modify the work provided.

3. Provision for reading is very good with pupils being given the opportunity to share in and take home from school a wide range of well chosen reading materials. Most children are still heard to read regularly and reading diaries are very useful records of the very good contribution parents make in this direction. Older pupils' very well kept book reviews show just how much focussed reading they have undertaken over the year. Guided and shared reading are important strategies for enabling pupils to look in detail at a wider range of reading materials than they might otherwise choose.

4. The very effective way teachers use these sessions to help pupils learn about the structures of language was shown in the oldest class. Here the teacher made very good use of the shared big book to illustrate how verb tenses change. Pupils were delighted to beat the teacher by finding two verbs in the present tense when she had asked for one, especially when one was hidden in the phrase 'it's'. Good handwriting and presentation have a high priority in the school and all pupils develop a fluent, joined-up style from an early age. They do lots of very constructive work on writing and are very knowledgeable about spelling strategies, grammar and punctuation. However, the actual amount of pupils own writing on display or in their books, rather than exercises, does not reflect this.

5. The numeracy initiative has focussed the attention of teachers on strategies rather than just rote learning and as a consequence, it is easy to have interesting and challenging conversations even with young pupils about number. Work during the inspection concentrated on shape but evidence from pupils' previous work shows a good body of work at a high level. For example, by the end of year four, most pupils knew and could use all their tables in multiplication and division. The lessons observed showed the enjoyment pupils get out of mathematics and the great care teachers take to provide a range of work for different ages and abilities with extension activities for quicker workers. Good use is made of commercial schemes and workbooks but these are not allowed to dominate the curriculum. For example, in the youngest class, the teacher made good use of everyday objects and home made 'worms' and worksheets to help year ones to explore the concepts of long and short. This they absorbed very quickly and by the end of the lesson were able to identify shortest, next shortest etc from a range of shapes. All this was made possible by the very experienced classroom support assistant taking the children in their foundation year for a well-managed physical education lesson in the hall.

Boys and girls are encouraged to enjoy their lessons and are given a rich range of learning experiences.

6. The school gives literacy and numeracy the time and importance they deserve, but staff make sure that boys and girls are kept interested and motivated by relating some of this work to activities in other subjects. They also provide plenty of different experiences in these subjects and away from the classroom throughout the school year. A good example of the former came in a very good year two science lesson which picked up the theme of darkness from the shared book being used in literacy. Here pupils investigated their own ideas and questions from a previous lesson such as 'Does a hole have a shadow?' and 'What colours can you see best in the dark?' Interesting and challenging tasks and very well prepared resources meant that pupils remained enthusiastic and busy throughout. In a good science lesson with all of years three and four, a wide range of activities including several investigations using magnets, research using books and the computer and the designing of posters about magnetism were thoroughly enjoyed and busily worked on. A very good gymnastics lesson with Class 3 pupils, well managed and motivated to produce good performance levels, showed that the quality of this work is not just limited to the classroom.

7. Displays around the school give a good idea of the range of experiences provided. A comprehensive display of Australian aboriginal art with references to the work of Mini Heath and to the signs and symbols used on journeys enhances pupils' appreciation of other cultures. An interactive display of pupil's Hanukkah cards, scanned and copied using the computer, brings together the use of technology and the study of other faiths. Harvest poems on a leaf printed background in the hall provide a Christian element. Very well produced versions of Emil Nolde's water colours of 'Red Poppies' contribute to pupil's cultural development, while a Victorian display with photos of a class trip illustrated how the school helps its pupils to understand their own culture.

8. Class portfolios provide even more evidence of a rich and varied curriculum including links with schools in Spain, Italy and Germany; a residential 'camp' for year four; making moving monsters with pneumatic power; a visit to Callow Rock Quarry to study the hardness of rocks with transport provided by the company; Book Week; using the computer to record traffic data; making sugar mice; designing and making an adventure playground; comparing old and new household items; shoebox gifts for a charity; a Ugandan visitor etc. Various clubs such as computing, football and pottery also make a good contribution in this small school.

The staff takes good care of all pupils and encourages them to become responsible and sensible citizens.

9. When visiting Shipham School, it soon becomes obvious that it is a community, which takes good care of its children. Staff provide a safe and secure environment with sufficient structures and well-practised routines to ensure that boys and girls are confident and happy. A feature of this is the way children value equally the help of all adults in the school. As noted above, the provision of a varied diet of activities in and out of school also helps pupils to develop interests and self-esteem. Boys and girls are given responsibilities in all classes and older pupils especially are very proud to be given responsibility for a whole range of tasks such as setting up assembly and collecting the plates and cutlery at lunchtime. It was very noticeable how happy and willing pupils of all ages were to look after the inspectors as visitors.

10. The safety and happiness of all children are matters equally of real importance and governors take their responsibilities in this area very seriously. Everything is done that should be done and procedures are in place to ensure that policies are kept up to date. By making space for the village pre-school group next to the school, the school makes it possible for each new intake to have an easy introduction to school life. All staff know the children very well and very good child / adult relationships throughout the school mean that boys and girls are happy to approach any adult with any concerns or problems. Good special needs arrangements are designed to pick up any child who needs help and parents are closely involved from the start.

Its financial and general administration is good and all aspects of its day-to-day running are efficiently carried out.

11. The day to day running of the school, its administration and the management of its resources including its finances are efficient and effective in supporting the work of the teachers. One consequence of this is that although it has little to spare in its budget, the school is well resourced and good use is made of its accommodation and staffing for the benefit of the children. Non-teaching staff especially, some with multiple roles, make a very

good contribution to the life of the school. The long-serving school secretary plays a very important role in this by dealing very effectively with all the daily routine administration while keeping a close eye on the finances and the needs of staff and parents. This is well supported by the efforts of the governing body, who despite recent distractions, continue to provide the school with effective support through established structures and routines.

WHAT COULD BE IMPROVED

The energies of the school community are being dissipated on a succession of issues and disagreements between the head and governors and parents.

12. Although it has many strengths, not least the high academic standards it achieves and the quality of its teachers and other staff, the reputation of the school is suffering from long term ongoing conflicts within the school community. Relationships are fragile and in some cases, communications have become so difficult that issues are not being resolved and frustration is building up. Confidence in the head is low among governors and some parents and staff morale is beginning to suffer. Governors' time and attention has been focussed too much on managing situations rather than helping the school to move forward. Key issues are the lack of consultation by the headteacher with colleagues and governors when decisions are made and the perceived lack of effective action when complaints are made or support is asked for. One consequence of this is that good features of the school, such as the richness of its curriculum, are not being recognised. Another is that, when things do not go quite right, the worst is expected and small issues become big problems.

Pupils' enthusiasm and energy sometimes become weaknesses when they are not tempered with self-control and sensitivity to the needs of others.

13. When not confined by the very necessary limitations of the classroom, pupils' behaviour is very good with plenty of energy expended in all sorts of imaginative play and conversation. That same energy and enthusiasm is frequently a big asset in school work when it is channelled into constructive tasks and creativity. Many good examples of this were observed during the inspection in each class. The great majority of pupils in this situation have learned how to control what they say and do and realise the impact of their actions on others. However, on occasions, and especially when the teacher is trying something more adventurous, a few cannot resist doing or saying things at the wrong time or in the wrong place, spoiling things for others and slowing learning for the majority.

Older pupils are rarely given enough time to stretch their well developed writing skills in extended pieces of unaided writing

14. As noted above, the very effective implementation of the literacy hour has meant that by the time they are eight, pupils writing skills are highly developed. Their handwriting is fluent and well formed; their spelling is accurate and they know how to access words they have not come across before; they are able to punctuate using a range of symbols; and they are very knowledgeable about language usage and grammar. Despite this, very few examples of pupils putting this expertise to good use in extended pieces of writing were seen in pupils' past work for the last year. This is a missed opportunity for all pupils but it is especially important for better writers who would benefit greatly from the opportunity to stretch their creativity and their writing talents outside the constraints of closed tasks and exercises.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. To ensure that everyone in the school community has the opportunity to make the fullest contribution in the best interests of the children and so realise the school's full potential, the governors, headteacher and staff of Shipham School should:

- (1) Work together to resolve current difficulties and establish ways of working that ensure that they do not recur by:
 - creating an open forum where everyone with a stake in the school feels they can express themselves frankly and constructively so that all voices are heard and frustrations do not build up.
 - developing and formalising a collegiate way of working which involves everybody in the decision making process at agreed appropriate levels and ways of monitoring its effectiveness
 - formally recording and dating all parental and other concerns, complaints, requests and constructive comments, noting the actions and outcomes and monitoring parental satisfaction.

- (2) Ensure that thoughtless behaviour by the few does not slow down or spoil things for the rest by:
- using quiet reflective times such as 'circle times' to encourage 'the rest' to explain how the thoughtless behaviour affects them and making this the moral imperative for not doing it
 - giving pupils who persist, specific targets with rewards for achieving them and very short times away from the rest if they do not comply after a warning
 - ensuring that sufficient adults are present in all situations, such as assemblies, to maintain the highest standards of appropriate behaviour
- (3) Seek to improve already good standards in writing in the older class and especially among higher attainers by:
- giving all pupils sufficient uninterrupted time each week for them to use the skills they learn in their literacy lessons to produce extended pieces of writing and
 - using this to
 - evaluate the effectiveness of literacy teaching for the week
 - assess the learning needs of individuals and group
 - modify planning to meet these specific needs
 - create a portfolio to show progress in individual pupil's actual ability to write unaided.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		2	7	1			
Percentage		20	70	10			

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than nine percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	R – 4
Number of pupils on the school's roll (FTE for part-time pupils)		60
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	R – 4
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		3

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (93)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	60
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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 – Y4

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	19.4
Average class size	22.7

Education support staff: YR – Y4

Total number of education support staff	2
Total aggregate hours worked per week	43

Financial information

Financial year	2000
	£
Total income	199618
Total expenditure	195856
Expenditure per pupil	2881
Balance brought forward from previous year	4215
Balance carried forward to next year	7977

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	31	12	3	
My child is making good progress in school.	50	50			
Behaviour in the school is good.	38	44	19		
My child gets the right amount of work to do at home.	28	56	16		
The teaching is good.	48	45	6		
I am kept well informed about how my child is getting on.	34	50	16		
I would feel comfortable about approaching the school with questions or a problem.	50	34	12	3	
The school expects my child to work hard and achieve his or her best.	56	44			
The school works closely with parents.	22	56	12	9	
The school is well led and managed.	34	31	12	12	9
The school is helping my child become mature and responsible.	50	34	12	3	
The school provides an interesting range of activities outside lessons.	23	42	29	3	3